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ABSTRACT

The purpose of the Regional Center's 15 month project was to strengthen the professional training of teachers, improve elementary social studies instruction, provide for the successful implementation of new social studies curricula (Man: A Course of Study), and to create a setting for research in problems of teacher training and curriculum innovation. This report is divided into six sections: 1) Teacher Training, both inservice and preservice, the former consisting of two summer workshops for teachers who would be teaching the new curriculum and training colleagues to do so; 2) consultation, covering the project's efforts to help implement the curriculum in Northeastern school districts; 3) Dissemination, discussing publicity of the center's activities and information about the curriculum; 4) Evaluation; 5) Personal observations; and, 6) Appendices, which include institute brochures, samples of correspondence, institute schedules and lists of participants and leaders, and letters of support. (Author/DJB)

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CENTRAL CONNECTICUT STATE COLLEGE
New Britain, Connecticut

FINAL REPORT

National Science Foundation Grant GW-4498

June 1, 1969 - August 31, 1970

SP 000 939

Submitted by:

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Regional Center - Elementary Social Studies
November 1, 1970

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in Elementary Social Studies

(supported under a grant from the National Science Foundation)

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Introduction

The Regional Center for the Improvement of Instruction in Elementary Social Studies was established in 1969 under a grant from the National Science Foundation. The purpose of the Regional Center as outlined in a proposal submitted January 15, 1969 is to: strengthen the professional training of teachers, improve elementary social studies instruction, provide for the successful implementation of new social studies curricula and to create a setting for research in problems of teacher training and curriculum innovation. Man: A Course of Study, a revolutionary social studies program for the intermediate level developed by Education Development Center with support from the National Science Foundation, was selected as the vehicle for carrying out these goals. The Regional Center serves Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York (southern, including New York City and Long Island), Pennsylvania (eastern, including Philadelphia), Rhode Island, Vermont and Washington, D. C. This document constitutes the final report for the initial grant period commencing June 1, 1969 and expiring August 31, 1970 (NSF grant GW-4498). It is divided into six sections: 1) teacher training, 2) consultation, 3) dissemination, 4) evaluation, 5) personal observations and 6) appendices.

Teacher Training

The single most important element of our work during the grant period was the training of T-1, T-2, T-3 and pre-service personnel for the task of introducing innovative curricula into the schools. The success of our work rested both on the worth of Man: A Course of Study, which has been documented rather completely by Hanley and Whitla, and our ability to prepare teachers to handle the substantive and pedagogical issues raised by the course and

the broader educational issues which are raised as it is introduced into the curriculum. This section of the report is subdivided into four parts: 1) summer institute 1969, 2) pre-service and graduate level courses, 3) in-service workshops, and 4) summer institute 1970.

In June 1969 the director, Dr. William Donovan and Dr. Frederic Warner joined key staff members of other Regional Centers for a week long conference at Endicott House in Dedham, Massachusetts to prepare them to conduct Man: A Course of Study summer institutes. The meeting was sponsored by Education Development Center under a grant from the National Science Foundation. Later that month, nineteen persons from fifteen school districts and two universities arrived at Central Connecticut State College for a five week summer institute. The participants, eleven men and eight women, had been selected by their schools in accordance with guidelines furnished by the Regional Center and represented a cross-section of the area served, urban and suburban schools, and parochial as well as public institutions. Each was a master teacher and in addition to teaching Man: A Course of Study during the coming year, was committed to conduct workshops to train other teachers to teach the course. The staff for the summer institute included an anthropologist-Frederic Warner, a specialist in social studies methodology-William Donovan, the director-Dennen Reilley, and two teachers having prior Man: A Course of Study experience-Deborah Dowd and Herbert Schwartz. The participants and staff met for the first time at an informal coffee hour the morning of June 30, excitement was high and from the beginning the group mixed well. Our strategy for the initial week was to totally immerse the participants in the concepts of the course and familiarize them with the

content of Man: A Course of Study. Also, the staff wanted to approach the institute sessions in the way we hoped the participants would later approach their own workshops - to provide a model for the introduction of the course. The Summer Institute schedule and assignment sheet indicates the quantity of work demanded the first week, but the quality of work amazed the staff. We were confident that it was an omen of things to come not only this summer but during the 1969-70 school year.

Session 1 Informal reception for participants and staff.

Session 2 We viewed the film "Caribou Camp, I" and discussed the issues raised and its place in the elementary social studies class. I was heartened by the group's willingness to interact and come to grips with what, for some at least, had been a less than pleasant experience.

The remainder of the week's sessions followed outlines suggested in the Coordinator's Guide, section 4, and the Parallel Curriculum except for Session 5 in which I gave a slide overview of the course and Session 7 on Technology which followed the pattern used in West Hartford workshops the past three years as written up by Kathy Sylva of Education Development Center last spring. All left for the long Fourth of July weekend tired but enthusiastic.

During the next three weeks mornings were spent at the Stanley School, a laboratory school on the Central Connecticut State College campus, which was operating a six-week summer school program. Two classrooms and two groups of intermediate level pupils were involved in our project. One group was involved in an abbreviated version of the "Man and Animals Unit" while the other became familiar with the "Netsilik Eskimo Unit." Master teachers

were members of our staff having taught the course previously in the West Hartford Public Schools. Students and teachers remained together for the entire summer school period, but participants were equally divided between the two groups and switched places at the half-way point giving each exposure to both units of the course. Participants were asked to involve themselves with students and were expected to teach two or more lessons. We were surprised at the resistance of some to this plan and concluded that their desire to sit for the entire period and observe the master was a rationalization for their insecurity and fear of performing in front of others. By the end of the third week all had become involved, however, I sensed that all realized the value of involvement.

Afternoons during this period were devoted to further development of course concepts, exploration of issues implicit in Man: A Course of Study, and in depth examinations of pedagogy. Again the sessions were similar in form to those included in the Parallel Curriculum; and although enthusiasm remained high, the hot afternoons were fatiguing and discussions limited. The teacher-training kinescopes, especially those relating to the Netsilik materials, were most effective with the group and provided an opportunity for participants to reexamine their own teaching style. An important segment of the afternoon session was the forty-five minutes spent with the master teacher reviewing the day's classroom experience and jointly planning for the next day's lesson. Some of the most stimulating interaction took place during these sessions which were originally scheduled for a half hour but often extended beyond an hour.

The final week was devoted to assisting participants in their preparations

for the workshops they would lead during the coming year. Presentations were kept at a minimum and were aimed at the practical problems of in-service training, evaluation, and the relationship of Man: A Course of Study to the "new social studies". It was a hands-on experience in which participants confronted the materials of the course in a new way (tracing a theme), thought through their role as a workshop leader, and prepared outlines for the programs they would conduct. During this week the staff served as consultants, and I sat down with each participant individually to discuss his plans and expectations. It was a time of hard, but rewarding work for all. The concluding Session, number 50, involved evaluation of the Summer Institute, viewing the film "A Time for Learning", drinking punch and saying our goodbyes. All left in good spirits, enthusiastic about the year to come and with a sense of unfinished business underlying humanity in general and social studies education in particular. Refer to Appendix #1 for additional information about the Summer Institute conducted in 1969.

During the academic year 1969-70, teacher-training with school districts was carried on by those attending our summer institute and our work with them is detailed in the section of this report dealing with consultation. Our focus at Central Connecticut State College was on the introduction of Man: A Course of Study into pre-service and graduate level courses as a vehicle for the examination of many issues inherent in social studies education. Each semester the director taught a graduate level course in Elementary Social Studies Methods (formerly SS155 now SS510). Most of the students in this class were in-service teachers seeking either certification or a master's degree. Not only was Man: A Course of Study used as a focus for

questions of process but many techniques were tried and later adapted for use in the 1970 summer institutes. Undergraduate students were exposed to the course through ED252, a class required of all seeking certification as elementary school teachers prior to their student teaching. The course meets in eight week cycles and the director, assisted by Dr. Donovan taught the class for one cycle with the regular instructor, Dr. Scull, observing and participating. During the next cycle, Dr. Scull taught the course and was observed by the director. For the remainder of the year he was on his own. He reports that the students have enjoyed the experience greatly and have raised significant questions and that he plans to continue the use of Man: A Course of Study as the vehicle for examining social studies education in elementary schools. Another aspect of this program is that Man: A Course of Study is being used in the three Central Connecticut State College Laboratory Schools where many of the students in ED252 do their student teaching.
We feel that the use of Man: A Course of Study in methods classes followed by actual teaching of the course is a substantial improvement over traditional programs where there is little or no relationship, at least in the students minds, between happenings in the college classroom and in the real world.

The great value of Man: A Course of Study in pre-service and graduate level programs is not, as in in-service programs, that it trains teachers in how to teach this particular curriculum; but in the fact that it can be used as an example of pedagogical style, cognitive processes, affective education and serves as a mirror for examining a wide range of teaching techniques. The wealth of course materials, teacher-training tapes, and films is a welcome thing to both the beleagured professor, previously having only his notes and a basic text, and the students who have been exposed to innumerable lectures decrying the lecture as a teaching tool.

A number of school districts indicated an interest in implementing Man: A Course of Study during the months after the opening of school but were unable to meet the teacher training requirement. In many instances we were able to assist them in making workshop arrangements with neighboring communities but in two cases we were not. On September 19, 20, and 21 the director conducted an intensive workshop for members of The Teacher's, Inc. in the Two Bridges Experimental School District in New York City. The sessions were written up in the paper, "A Third Bridge: A Brief Report of an In-Service Training Experience in New York City". Follow-up sessions were continued monthly throughout the year, as were classroom visitations and community activities. In November a two day intensive program was held in Westbury, Long Island for teachers in that community who would be introducing the course. These sessions were also followed by monthly sessions for the remainder of the year, many in conjuction with The Teacher's, Inc. The greatest value of these sessions was to me, in that the experience kept me in touch with the course and teaching in a way that visitations, consultations and college classes cannot. I feel that the Two Bridges program, more than any other, shaped my thinking regarding the value of intensive programs and convinced me that an alternative to the five week summer institute should be developed and evaluated.

In the spring of 1970 I was asked by Education Development Center to co-chair the Endicott House Conference planned for early June. The purpose of this intensive one-week program was to be the same as the previous ones - to prepare staff from colleges and universities to conduct Man: A Course of Study summer institutes. The Conference was attended by over forty persons and a full report will be submitted to the National Science Foundation by

Education Development Center. Dr. Lawrence Lindquist and Mr. Herbert Schwartz of our staff participated in the Conference.

Later that spring I submitted a request to the National Science Foundation regarding a change in summer institute format. I outlined the problem thusly:

> Training for Man: A Course of Study workshop leaders has traditionally consisted of four or five weeks divided into three segments: (1) course familiarization, (2) working with students, and (3) preparation for workshop leadership. The question, "Is this a sacred pattern?", is not easy to answer -- it certainly has worked well over the past three years. However, the query, "Can the job be done is less time, with fewer staff, for less money -- consistent with quality?", persists. I am of the opinion that we should attempt to discover an answer by attempting and evaluating alternative training patterns during the coming summer.
>
> From the beginning school districts introducing Man: A Course of Study have been required to adhere to a teacher-training requirement which has assured quality implementation of the program. This year we are faced with a dilemma as more school districts desire to introduce the course than can be handled by existing Summer Institutes. Do we turn school districts away or do we abolish the teacher-training requirement? The answer, I feel, lies at neither extreme but rather in examining an alternative method of preparing workshop leaders which will permit us to meet the demands of the schools while maintaining the essential quality control.
>
> I propose that Central Connecticut State College be allowed to implement an alternative program of leadership training for Man: A Course of Study during the summer of 1970 and evaluate the effectiveness of the project during 1970-71 using the New York University Summer Institute group as a control in the evaluation process.
>
> The alternative proposed maintains the objectives of involving participants in the concepts of the course, its pedagogy and leadership training but in an abbreviated session which would immerse them in a total program for two weeks. The staff of the Regional Center would conduct two of these two-week sessions during the summer thus doubling our total participant capacity.
>
> There are many ways in which the proposed alternative is an abbreviated and intensive version of the five-week program originally planned but there are numerous unique features.
>
> 1. Total immersion in the program by participants and staff. Patterned after the Themis and Endicott

House Conferences conducted by Education Development menter, the two-week leadership training program will bring participants together for meals and all-day sessions. The group will be housed in a single dormitory where all sessions will be scheduled.

2. Use of teacher-training films and video-tapes to replace summer classroom observations. Mrs. Mishler and the staff at Education Development Center are currently preparing materials for this purpose which will be used in conjunction with those owned by Central Connecticut State College.
3. Micro-teaching and role play techniques developed by the director with teachers in the Two Bridges Experimental School District in New York City and graduate students in his S.S. 155 classes this year will be employed instead of ongoing classes with pupils. Participants will prepare and teach lessons and in-service programs which will be video-taped and analyzed.
4. Differentiated staff roles which will require many more hours of work this year than last. Demonstration teachers along with the director and pedagogical scholar will prepare sessions, serve as consultants to and critics of role play groups, relate prior experiences and work informally with participants.
5. The single academic scholar will be replaced by several scholar-consultants, each with special backgrounds and contributions to bring to the Summer Institute.

It is the firm belief of the staff of the Regional Center at Central Connecticut State College that the alternative proposed here is one which will maintain the high quality of leadership training we all believe necessary for the implementation of Man: A Course of Study, allow us to meet the needs of twice as many school districts as the original proposal and serve as a model for future activities in all Regional Centers and Summer Institutes.

Approval for the development and evaluation of a two-week intensive teacher training model was granted by the National Science Foundation.

Two intensive two week summer institute sessions were scheduled and fifty-nine persons representing forty-two school districts attended. As in the previous year they represented a cross section of the area served and at least one teacher from each of the states in the Northeast was involved in our program. Session #1 began June 28th and concluded July 11th and

involved thirteen men and eighteen women participants. Session #2 began July 18th and concluded August 1st and involved ten men and eighteen women participants. Each participant was selected by his or her school district in accordance with guidelines provided by the Regional Center and was a master teacher who, in addition to teaching Man: A Course of Study during the coming year, would conduct in-service workshops for other teachers introducing the course. Our staff consisted of the director-Dennen Reilly, pedagogical scholar-William Donovan, teacher/consultants-Deborah Dowd and Herbert Schwartz, and academic/consultants-Frederic Warner and Lawrence Lingquist (anthropologists), Albert Tozloski (biologist) and James Moore (psychologist).

Each institute commenced with a cocktail party in the Donovan's backyard and a buffet supper at Central Connecticut State College followed by the initial session which involved a discussion of the issues raised by the film "Caribou Camp, I". As in the previous year, we were amazed by the group's willingness to interact and the insights into the materials of many of the participants. Our strategy for the two week institute where participants and staff lived together for the entire period and work for fourteen or more hours daily was to:

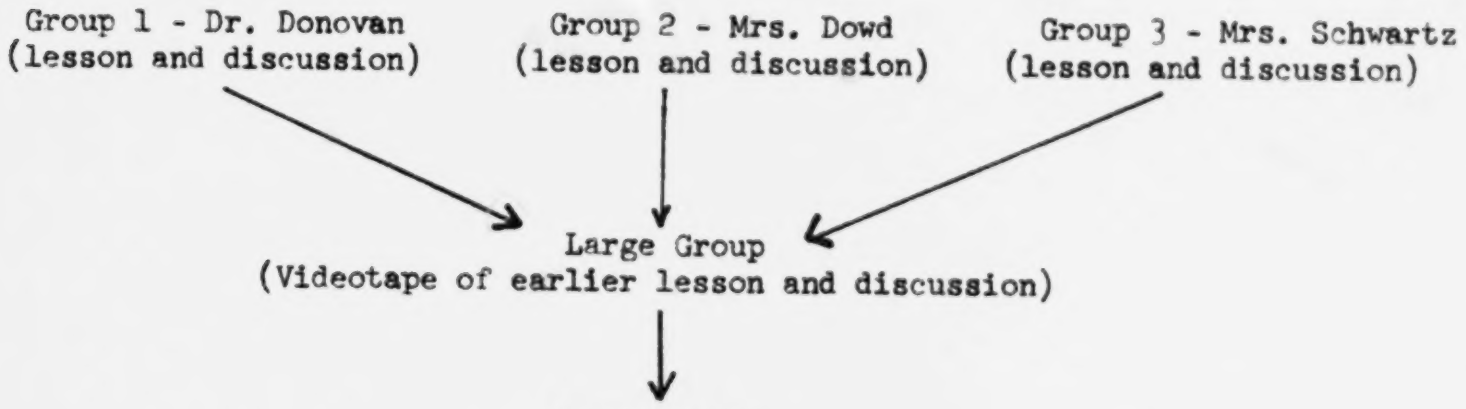
1) Provide a model for classroom and workshop behavior.
2) Familiarize participants with Man: A Course of Study.
3) Provide practice in new pedagogical techniques.
4) Sensitize participants to feelings and concerns of others.
5) Provide a sound academic background for the course.
6) Prepare participants to conduct in-service workshops.

The material of Man: A Course of Study and the teacher training films and videotapes provided a catalyst for group interaction and an examination

of the potential inherent in the course.

Mornings were devoted to micro-lessons which served the dual purpose of providing a practicum in teaching and introducing participants to elements of the course. Participants were divided into three groups each working with a staff member. Each day a lesson was videotaped and played back to the larger group for a critique later in the morning. Afterward participants viewed teacher training films of the same lesson.

Represented diagramically:



This procedure allowed each participant to teach several lessons, work with other adults, discover alternative ways of approaching various lessons and critique his own work as well as that of others. The intensiveness of the experience created an openness among participants that was never reached during the previous summer. Afternoons and evening sessions were devoted to an examination of academic questions related to the conceptual structure and the content of the course. These programs utilized the academic consultants and were directly related to the issues raised by the morning sessions. Participants were also exposed to ideas on interaction analysis, leadership,

questioning, grouping and in-service training. Practicums were held in the seminars for teachers and community presentations, these were designed to develop self-confidence in working with groups. Throughout there was a strong emphasis on interpersonal relations and encounter techniques designed to maximize the impact of the experience on the individual. The focus was on involvement, with staff creating situations and serving a facilitators of learning. Participants commented favorably upon the availability and openness of the staff during the institutes, we feel we presented a viable model of workshop leadership. The final evening included a party at the director's house and as the participants left for home we felt good about the whole experience. The performance and enthusiasm of each person involved in the program and their awareness of the potential in MACOS made us confident that the coming year would be even more successful than the preceding one. Refer to Appendix #2 for additional information about the Summer Institute conducted in 1970.

Full evaluation of the two week summer institute format will have to await mid-winter data gathering and analysis but preliminary indications are that the project has been a success in meeting the needs of participants.

Workshop Leaders for Man: A Course of Study Trained at Regional Center Summer Institutes (with projections)

State	Actual Enrollment 1969	Actual Enrollment 1970	Projected Enrollment 1971	Projected Enrollment 1972	Total (with projections)
Connecticut	7	10*	7	5	29
Delaware	0	1	3	6	10
D. C. (Washington)	0	1	1	1	3
Maine	2	4	3	3	12
Maryland	2	2	4	4	12
Massachusetts	2	12	6	4	24
New Hampshire	0	2	5	4	11
New Jersey	1	5	5	4	15
New York	4	8	8	5	25
Pennsylvania	1	0	6	2	9
Rhode Island	0	1	3	3	7
Vermont	0	4	5	4	13
Virginia	0	3	4	10	17
Others/including international	-	5	-	5	10
Total	19	58	60	60	197

(*11 were enrolled but one participant withdrew for personal reasons)

Teachers and Pupils Currently Working with Man: A Course of Study in the area Served by the Regional Center

State	1969-70 Teachers	1969-70 Pupils	1970-71** Teachers	1970-71** Pupils
Connecticut	80	2028	142	3756
Delaware	0	0	5	141
D. C. (Washington)	21	546	36	972
Maine	2	51	23	574
Maryland	6	147	20	483
Massachusetts	101	2725	163	3514
New Hampshire	0	0	11	297
New Jersey	4	146	43	1173
New York	33	994	73	2193
Pennsylvania	49	1372	57	1796
Rhode Island	0	0	5	145
Vermont	4	103	22	573
Virginia	1	60	8	232
Others:*				
North Carolina	-	-	5	144
Illinois	-	-	2	47
Georgia	-	-	1	27
Berlin, Germany	-	-	1	24
Total	301	8072	617	14,091

(*only those schools working directly with CCSC listed here)

(** figures approximate - will be updated December 1, 1970)

Analysis of Teacher/Teacher-Trainer Ratio for One State (Connecticut) in Area Served by the Regional Center

Key: Teachers using MACOS/number trained
*Year of total Adoption

Town	1967-68	1968-69	1969-70	1970-71**	Total Trainers	Total Teachers
West Hartford	10/10	32/22	42/14*	42/8	1 (EDC)	54
South Windsor		5/5	7/3*	7/1	1	9
The Whitby School		1/1	1/0	1/0	0	1
Ledyard			1/1	4/4	1	5
Mansfield			1/1	2/1	0	2
New Britain			7/7	22/15	1	22
New Canaan			7/7*	7/0	1	7
Westport			6/6	13/8*	2	14
Willimantic			1/1	3/2	1	3
CCSC Lab Schools			4/4	3/1*	1	5
St. Joseph's School			1/1*	1/0	1	1
Ind. Day School			2/2	2/0	0	2
Avon				1/1	0	1
Burlington				2/2	1	2
East Lyme				1/1	1	1
Farmington				3/3	1	3
Glastonbury				2/2	0	2
Greenwich				5/5	1	5
Hartford				6/6	1	6
Redding				5/5	1	5

Town	1967-68	1968-69	1969-70	1970-71	Total Trainers	Total Teachers
Windsor				7/7*	2	7
The Mead School				1/1*	0	1
Berlin				1/1	0	1
Southington				1/1	0	1
Total	10/10	38/28	80/47	142/75	18	150

Schools using MACOS two or more years (Public only)	Teachers	117
	Teacher Trainers	8
	Ratio	1:14.6
Schools using MACOS two or more years (Public and independent)	Teachers	125
	Teacher Trainers	10
	Ratio	1:12.5
All schools using MACOS to date (Public only)	Teachers	141
	Teacher Trainers	16
	Ratio	1:8.8
All schools using MACOS to date (Public and independent)	Teachers	150
	Teacher Trainers	18
	Ratio	1:8.3

(**figures approximate - will be updated December 1, 1970)

Consultation

A second element of our work involved consultation with school districts implementing Man: A Course of Study, especially those having had a workshop leader trained in our Summer Institute. These activities were important not only to insure quality implementation of the course but as a source of feedback to us. This section of the report is sub-divided into five parts: 1) schools and school districts using Man: A Course of Study, 2) urban areas, 3)colleges and universities, and 4) professional conferences.

During the year I visited each school and school district inplementing MACOS at least twice and in some instances five or more times. The number of visits depended upon the individual needs of the schools and of the workshop leader. Visits were scheduled so that I could observe two or more classes, attend an in-service workshop, talk with teachers introducing the course, confer with the workshop leader and meet various administrators within the school and school district. At times PTA or other meetings were scheduled in the evenings.

I engaged in a variety of activities. In one community anti-evolutionists attacked the introduction of Man: A Course of Study and several meetings were scheduled to have dialogue with this small but vocal group. In another I gave a presentation to teachers contemplating the use of the course in their classrooms during the following year. In yet another I conducted in-service workshops monthly for the teachers introducing Man: A Course of Study. In all cases, I was welcomed, and I sensed that both the workshop leader and school administration appreciated our availability during the year.

Special emphasis during the year was directed toward urban areas where the need for curriculum reform is so acute and where Man: A Course of Study is proving to be so relevant for students. We worked closely with schools in both Baltimore, Maryland and New York City as well as a number of smaller cities (Boston, Philadelphia and Washington, D. C. are also involved in the program but work directly through Education Development Center). The Baltimore Project was initiated in the Model Cities Schools (P. S. 95 the Franklin School) but faltered at mid-year when the workshop leader trained in our 1969 summer institute quit to take a position outside of education. Fortunately Dr. Thomas Powers from the University of Maryland - Baltimore Campus, also a participant in our 1969 summer institute, was able to step in to work with the city teachers for the remainder of the year. Arrangements for his participation were made through the Regional Center and this year another teacher was trained at Central Connecticut State College and the project has been more than doubled. In New York City we worked with the following schools during the 1969-70 school year:

P. S. 1	8 Henry Street	Manhattan	10038
P. S. 2	122 Henry Street	Manhattan	10002
P. S. 42	41 Hester Street	Manhattan	10002
J. H. S. 65 (Annex)	46 Forsyth Street	Manhattan	10002
P. S. 68	4011 Monticello Avenue	Bronx	10466
P. S. 76	Long Island City	Queens	11106
P. S. 87	1935 Bussing Avenue	Bronx	10466
P. S. 96	215 E. 120th Street	Manhattan	10035
P. S. 126	80 Catherine Street	Manhattan	10038
P. S. 286	2525 Haring Street	Brooklyn	11235

It would be erroneous to call this a New York Project as there was no central direction from within the system; the problems of decentralization overshadowed curricular and all other considerations during the past year. However, in spite of the problems encountered and with the help of Mrs. Lynne Randolph from New York University, a participant in our 1969 summer institute, we were able to work successfully with teachers in these schools and to see our efforts rewarded by substantial expansion of the course this year.

A special relationship was formed with The Teacher's, Inc. and throughout the year I worked closely with teachers in the Two Bridges Model School District in the lower east side of Manhattan. The Teacher's, Inc. is funded from a number of sources (USOE, the Ford Foundation and others) and has branches in New York City (2); Washington, D. C.; Chapel Hill, North Carolina; and Atlanta, Georgia. We worked with teachers in each of these locations during the year and each sent a participant to our 1970 summer institute. Man: A Course of Study is now an integral part of The Teacher's, Inc. teacher-training program and is being used in the schools of each of these cities. My work with the members of The Teacher's, Inc. has been the most rewarding of my many activities during the year.

Our activities with colleges and universities during the grant period, in addition to presentations to faculty and students, were directed toward two main goals.

1. Teaming of university and school district personnel to maximize the impact of innovative curricula on a geographic area. New York University and schools in Districts 3, 5 and 8 in New York City; the University of Maryland - Baltimore Campus and the Baltimore Model Cities Schools

as well as Central Connecticut State College and the Laboratory Schools and the New Britain and West Hartford Public Schools are prototypes for the type of program the Regional Center encourgages. Fitchburg State College in Massachusetts is currently implementing such a program in conjunction with Worcester and other area schools.

2. Institutionalization of Man: A Course of Study as part of ongoing undergraduate and graduate level courses in colleges and universities. Central Connecticut State College is currently using the course as a vehicle for examing a wide range of substantive and pedagogical issues in social studies education. Three courses are currently involved as described above: SS510, a graduate course in social studies methods; ED252, the undergraduate methods course required of all elementary education students; and SS520, which is the teacher training course for workshop leaders. In addition, Man: A Course of Study is being used in the Laboratory Schools where a large number of student teachers are involved in eight week practicums during their junior and senior years. This model is being implemented in varying degrees by: Boston State College, Newton College, Fitchburg State College, Smith College, Hampshire College, the University of Massachusetts, and North Adams State College in Massachusetts; Southern Connecticut State College and the University of Connecticut in Connecticut; Rhode Island College in Rhode Island; New York University, Bank Street College, and Columbia University in New York City; the University of Maryland - Baltimore Campus in Maryland; and D. C. Teachers College in Washington.

Consultation activities also extended to a number of professional conferences during the year and these are detailed more fully in the section of this

report dealing with dissemination. In addition numerous visitors came to the Regional Center to discuss various problems of introducing innovative curricula, teacher training, funding and evaluation.

Included in Appendix #6 are two letters indicating the type of consultation activities carried on with school districts during the past year.

Consultation Activities of the Director during the grant period (June 1, 1969 through August 31, 1970)

	Workshops	EDC	Schools	Conventions	Office Visitors	Others
June 1969	0	5**	0	0	0	0
July	0	0	0	0	0	0
August	0	0	3	0	0	0
September	3	1	3	0	0	0
October	1	4	4	0	2	0
November	4	3	3	0	1	0
December	1	2	3	0	0	0
January 1970	0	2**	3	0	0	2
February	1	2	5	4	1	0
March	2	1	3	9	0	0
April	1	1	4	4	0	0
May	1	2	2	0	2	0
June	1	5**	1	0	5	0
July	0	0	0	0	0	0
August	0	0	2	0	0	0
Totals	15	28	36	17	11	2

(* indicates workshops to prepare teachers for MACOS/conducted by D. Reilley)
(** indicates meeting attended by all Regional Center directors)

Man: A Course of Study Presentations given by the Director during the grant period (June 1, 1969 through August 31, 1970)

	School Districts	College Classes	P. T. A.'s	National Conventions	Office visitors	Other
June 1969	2	0	0	0	3	0
July	0	3	0	0	7	0
August	1	1	0	0	0	0
September	0	2	0	0	0	0
October	1	1	1	1	3	1
November	1	3	1	0	3	0
December	1	1	0	0	1	1
January 1970	1	1	0	1	0	3*
February	4	1	0	2	0	0
March	5	2	0	3	3	0
April	3	1	0	1	4	1*
May	5	0	0	0	1	0
June	0	0	0	0	2	0
July	0	2	0	0	1	0
August	0	0	0	0	0	0
Totals	24	18	2	8	28	6

(*indicates multi-state meeting, refer to appendix)

Dissemination

Throughout the year a third element of our work involved the dissemination of information about Man: A Course of Study to schools, colleges, and universities in the eleven state area served by the Regional Center. This section of the report is sub-divided into four parts: 1) schools and colleges, 2) Education Development Center, 3) national conventions and 4) other meetings.

We wanted to make every school district in the eleven state area served by the Regional Center aware of both Man: A Course of Study and our existence. This was accomplished in three ways: 1)through various professional channels, 2) through a mailing to every superintendent of schools in the area, and 3) through five area meetings to which all interested school personnel were invited. Professional channels consisted of writing to each State Department of Education, state social studies council, elementary school principals and teachers association and union to inform them of our work and to request that they pass this information on to their collegues. This procedure worked in varying degrees and any group relying only on this route will fail in its attempt at large scale dissemination of information about new curricula and teacher training activities.

Personalized letters, Man: A Course of Study brochures and a Regional Center brochure were mailed to every superintendent of schools in the area served during the period December 1, 1969 - February 15, 1970 as was information about seminars to explain Man: A Course of Study to which each was invited. I have the feeling that many more were filed in waste baskets than in file drawers and that this procedure too has definite limitations. A mailing directly to elementary school principals and supervisors would probably be more productive but these names and addresses are very difficult to get

in most instances. Area meetings were held in Boston, Massachusetts (January 22, 1970); Hartford, Connecticut (January 14, 1970); New York City (January 27, 1970); Philadelphia, Pennsylvania (February 3, 1970) and Baltimore, Maryland (April 14, 1970) to introduce MACOS to interested personnel. An average of 150 persons attended each of these sessions, representing a total of 230 school districts, parochial and independent schools. Although this represented only a small fraction of those invited to the seminars, it proved to be one of our most effective dissemination procedures and paid off in several ways. Not only did a relatively high percentage of the school districts represented introduce the course in 1970-71 but our presentation led to a number of invitations to speak to other groups. Numerous presentations were also given to graduate and undergraduate classes in colleges and universities in the area. Refer to Appendix #5 for copies of letters mailed in conjunction with these activities. Perhaps our most effective dissemination tool was the enthusiasm generated wherever the course is being used and our best disseminators were teachers actually teaching Man: A Course of Study. We will have to devise ways to utilize this tremendous potential for professional dissemination.

In early fall, Peter Dow, director of the Social Studies Curriculum Program at Education Development Center asked me to chair a National Dissemination Committee whose tasks would be to: 1) solicit and assist in the preparation of proposals to the National Science Foundation and United States Office of Education for summer institutes in 1970, 2) coordinate the dissemination activities of the various Regional Centers, and 3) arrange for Man: A Course of Study to be presented at a number of national conventions during the year. I will not elaborate on these activities but I did accept the appointment and served as chairman of the National Dissemination Committee for the

period October 1, 1969 through June 15, 1970.

During the year I attended and gave presentations at the following National Conventions:

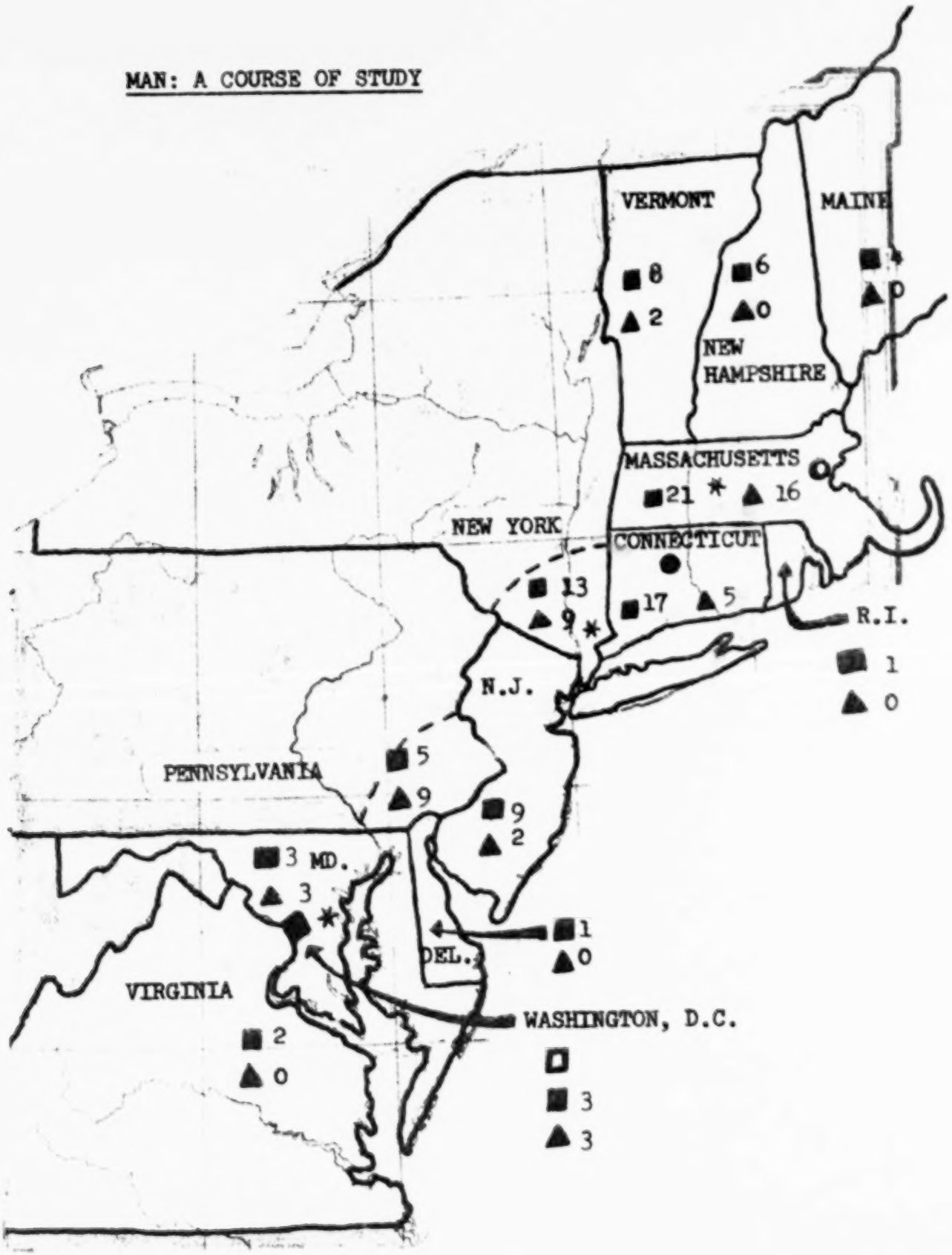
February	AASA	Atlantic City, New Jersey
March	ASCD	San Francisco, California
April	DESP	Philadelphia, Pennsylvania
April	NAIS	Washington, D. C.

At each we had a hospitality suite where those interested in learning more about Man: A Course of Study could come to discuss the program with us. These sessions were well attended and I was pleased with the results of our efforts. We were assisted at the AASA and ASCD Conventions by the fact that the National Science Foundation had a display on the convention floor and directed persons interested in our work to our suite.

Throughout the fifteen month grant period, numerous other presentations were given in school districts, individual schools, colleges and university classrooms and in our own office. We spoke to independent school teachers at the Spence School in New York City, parochial school teachers at a special meeting at Central Connecticut State College, conventioning teachers at a Project LEARN program in East Lyme, Connecticut, wet teachers at the University of Maryland - Baltimore Campus and anyone else who would listen to us. I feel our goal of making educators aware of our existance and of Man: A Course of Study was a success but a success that must be followed up on during the coming year.

I would make one final point regarding dissemination activities during the 1969-70 school year. We wrote four different MACOS presentations during

the year, prepared an eighty slide tray showing students at work with MACOS and giving an overview of the course, and developed a three screen multi-media presentation which is now being used by a number of Regional Centers. It was a busy but most rewarding time.

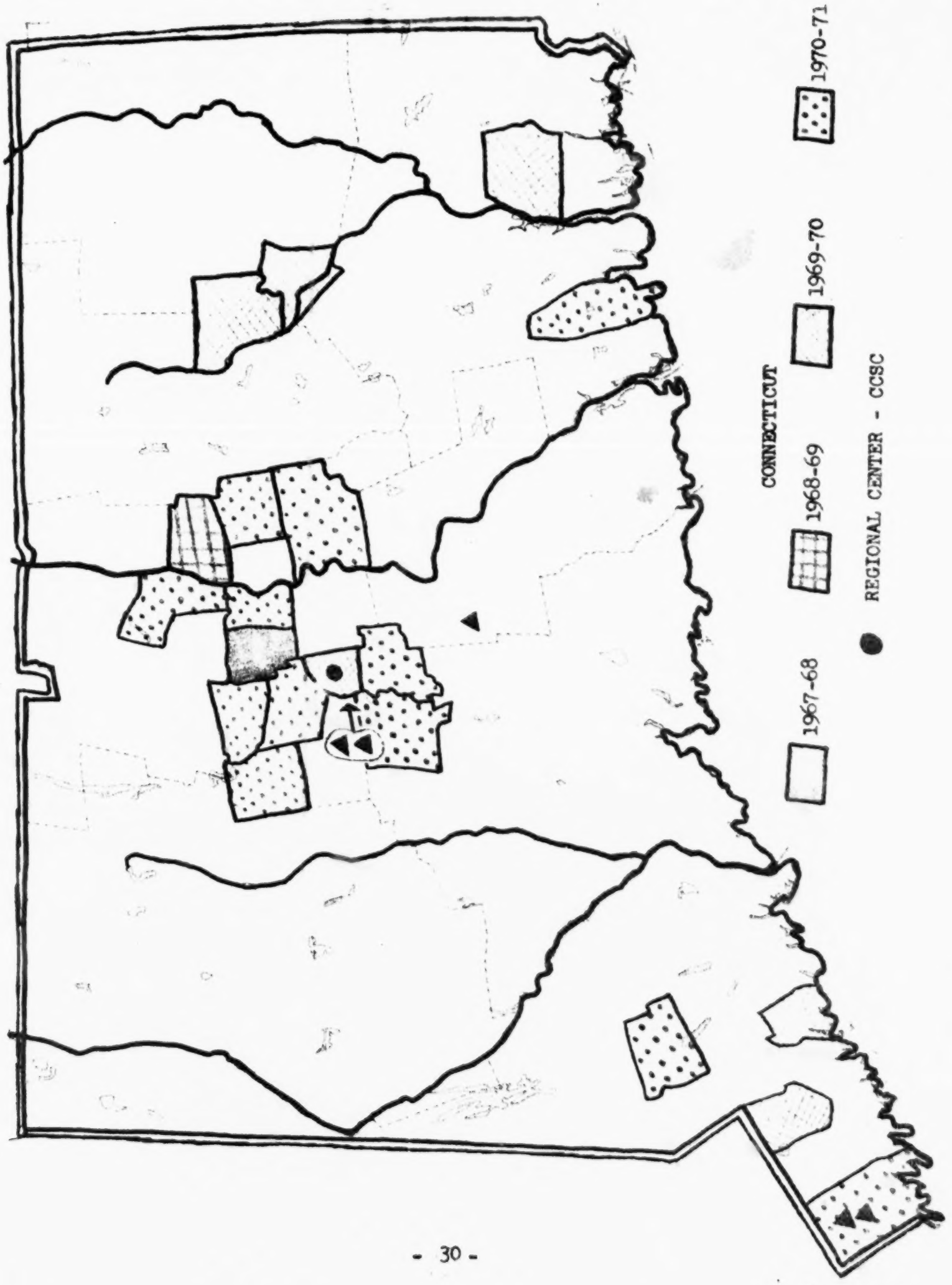


- EDUCATION DEVELOPMENT CENTER
- CURRICULUM DEVELOPMENT ASSOCIATES
- REGIONAL CENTER - CCSC
- UNIVERSITIES IMPLEMENTING MACOS
- SCHOOL DISTRICTS IMPLEMENTING MACOS
- PAROCHIAL AND INDEPENDENT SCHOOLS IMPLEMENTING MACOS

Public School Districts/Parochial and Independent Schools Implementing Man: A Course of Study in area served by the Regional Center (cumulative)

State	1967-68	1968-69	1969-70	1970-71 **	Net increase since funding of R.C.
Connecticut	1/0	2/1	8/4	20/5	18/4
Delaware				1/0	1/0
D. C. (Washington)	1/0	1/0	1/1	3/3	2/3
Maine		1/0	2/0	4/0	3/0
Maryland		1/0	2/1	3/3	2/3
Massachusetts	2/0	7/8	12/9	21/16	14/8
New Hampshire				6/0	6/0
New Jersey			1/0	9/2	9/2
New York	1/0	1/0	3/2	13/9	12/9
Pennsylvania	1/0	1/4	5/9	5/9	4/5
Rhode Island				1/0	1/0
Vermont	1/0	1/0	1/1	8/2	7/2
Virginia			1/0	2/0	2/0
Others:*					
North Carolina	-	-	-	2/1	2/1
Illinois	-	-	-	0/1	0/1
Georgia	-	-	-	1/0	1/0
Berlin, Germany	-	-	-	1/0	1/0
Total	7/0	15/13	36/27	100/51	85/38

(*only those schools working directly with CCSC listed here)
(**figures as of September 30th - will be updated December 1, 1970)


CONNECTICUT
1968-69
1969-70
1970-71
1967-68
REGIONAL CENTER - CCSC

Evaluation

Another element of our work involved evaluation of the activities carried on by the Regional Center with special emphasis on the summer institutes and preparation of workshop leaders. Evaluation of Man: A Course of Study and student responses to the program was left to participating schools and school districts. The reports received from numerous school districts were uniformly positive. This section of the report is sub-divided into two parts: 1)summer institutes and 2) consultation and dissemination activities.

At the conclusion of both the 1969 and 1970 summer institutes, participants were asked to complete a detailed evaluation form relating to their experiences at Central Connecticut State College.

Did the Summer Institute meet your needs and expectations?

	1969	1970
Yes	74%	95%
No	26%	5%

Did the Summer Institute prepare you adequately in the following areas?

	1969	1970
Anthropology	21%	80%
Pedagogy	27%	80%
In-Service	40%	84%
MACOS	54%	96%

The following items refer to segments of our summer institute programs. These six sessions were selected for inclusion because they were basically the same in both the 1969 and 1970 summer institutes and because they reflect a cross section of the areas we attempted to develop. Participants were asked to evaluate each session in terms of: contribution to in-service work/ contribution to understanding the course. Responses are reported as percentages.

1. Controversial Issues (opening session)

	Much	Some	Little	None
1969	8/14	92/79	0/0	0/7
1970	50/58	48/40	2/2	0/0
#1	71/77	20/2	0/0	0/0
#2	26/42	70/54	4/4	0/0

2. Baboons (MACOS)

	Much	Some	Little	None
1969	30/30	70/70	0/0	0/0
1970	64/63	32/37	4/0	0/0
#1	73/73	24/24	3/0	0/0
#2	60/56	36/44	4/0	0/0

3. Netsilik (MACOS)

	Much	Some	Little	None
1969	35/65	65/35	0/0	0/0
1970	73/73	25/25	2/2	0/0
#1	79/88	18/12	3/0	0/0
#2	72/60	28/36	0/4	0/0

4. Contrast Studies (Anthropology)

	Much	Some	Little	None
1969	0/8	100/84	0/8	0/0
1970	53/56	39/36	8/6	0/2
#1	62/71	35/29	3/0	0/0
#2	28/40	60/44	12/12	0/4

5. Birth of A Hunter (Pedagogy)

	Much	Some	Little	None
1969	20/30	50/40	30/30	0/0
1970	52/46	38/48	8/8	2/0
#1	67/58	23/35	10/7	0/0
#2	30/35	60/55	5/10	5/0

6. Community Presentations (In-service and Leadership)

	Much	Some	Little	None
1969	20/30	50/40	30/30	0/0
1970	60/42	38/35	2/17	0/6
#1	70/46	26/35	4/12	0/7
#2	34/32	48/36	16/28	0/4

One of the areas we were most concerned about was leadership training. Were we adequately preparing participants to work with other teachers and conduct in-service programs? Summer institute participants were asked if they felt the need for help in preparing their in-service workshops.

	1969	1970
More help	60%	24%
Same	40%	76%
Less help	0%	0%

The responses indicate that those who marked same felt adequately prepared. Finally, participants were asked to rate the overall summer institute experience.

	Outstanding	Good	Fair	Nothing
1969	28%	44%	28%	0%
1970	66%	34%	0%	0%
#1	73%	27%	0%	0%
#2	56%	44%	0%	0%

winter, after five months of teaching the course and conducting in-service workshops, the participants in the 1969 summer institute were asked to again rate the overall summer institute experience in terms of the preparation it gave them for the tasks that faced them in their classrooms and school districts.

	Outstanding	Good	Fair	Nothing
[illegible]	0%	54%	7%	0%

Participants in the 1970 summer institutes will be similarly questioned in January 1971.

Also, [illegible]-winter, the participants in the 1969 summer institute were asked the following question: If you were designing a summer institute what would you include? 32% more practice w king with adults

26% role play lessons and workshops

% more work with students

18% more classroom films and videotapes

6% more group work and interaction

omit ? ---------- 8% work with students

interpret this data but I would

r institute program better met the

ts than the 1969 program.

e summer institute was more favorable

ing ideas developed than at the end of

were more adequately treated in summer

mmer 1969.

is of the two-week intensive summer institute

format will be prepared after additional data is gathered at mid-year.

The evaluation of consultation and dissemination activities takes a more progmatic form. All school districts introducing Man: A Course of Study in 1969 and not adopting it district wide at that time expanded the course and numerous additional schools and school districts introduced the course in 1970. Since its inception, Man: A Course of Study adoptions in the area served by the Regional Center at Central Connecticut State College have equalled all other Regional Centers combined and has annually more than doubled any other Regional Center.

Personal Observations

It would be easy indeed to make this section of the final report the longest and most detailed, to relate the numerous successes and frustrations of the past fifteen months and to elaborate upon our plans for the future. But I will not; I will instead make a series of generalizations which our experiences lead me to believe are valid and which we will continue to examine during the current and subsequent grant periods, if funding is granted. A detailed analysis of these statements and the phenomena generating them will be included in the report submitted at the termination of Regional Center activities.

1. Curriculum adoption is a political as well as educational matter in most school districts.
2. The success of a teacher-training program is more closely linked to interpersonal relations than to the materials and methodology of the course.
3. Dissemination of a program is most rapid when someone in an area sees his personal advancement in some way tied to the success of the program.
4. Enthusiasm of teachers and students is the evaluative tool most often applied to new curriculum by school districts.

5. A teacher-training program must provide a viable model of what we hope will ultimately occur in the classroom.
6. The success of our efforts cannot be measured in terms of class sets sold exclusively, but must be evaluated by criteria which includes the impact on broader educational concerns.
7. The key to the success of our enterprise is the careful selection of qualified workshop leaders.
8. There is no universal pattern to the way curriculum adoptions are made by school districts.
9. Eighty percent of the letters and phone calls received pertain to logistical and mechanistic concerns.
10. College professors are reluctant to use materials from a single program for fear it will appear that they have sold their souls to the publisher.
11. The most successful workshop leaders, teachers, administrators, etc. are people who care about what they are doing and about the people with whom they are doing it.
12. In all too many cases, the results of our work appear to be in inverse relationship to our efforts.
13. And so on into another year----------

In conclusion I would like to thank Central Connecticut State College, the school districts with whom we have worked, Education Development Center and the National Science Foundation for their assistance and support during the grant period. But my special appreciation goes to my staff and persons trained in our summer institutes, all of whom I am able to address not only as colleagues but as friends.

Appendices

1. Summer Institute 1969
   1) Schedule
   2) Participants
   3) Evaluation Sheet

2. Summer Institutes 1970
   1) Schedule
   2) Participants
   3) Evaluation Sheets
   4) Information Sheet

3. Regional Center Brochures
   1) 1969
   2) 1970

4. Samples of Correspondence
   1) Letters to participants in Summer Institute
   2) Letter regarding Mid-Winter Conference
   3) Letter for area MACOS Seminar

5. Correspondence with One School District (East Greenwich, Rhode Island) Leading to the Adoption of Man: A Course of Study.

6. Letters of Support
   (A proposal submitted October 15, 1970 contained seventeen letters of support for our project, the following letters are appended here because they give a view of our consultation activities during the grant period June 1, 1969 - August 31, 1970)
   1) Philip Woodruff Westport (Connecticut) Public Schools
   2) Roger Landrum The Teacher's, Inc. (New York City)

APPENDIX 1

Summer Institute 1969

Man: A Course of Study

Summer Institute
June 30-August 1

Central Connecticut State College

REGIONAL CENTER FOR THE IMPROVEMENT OF INSTRUCTION IN ELEMENTARY SOCIAL STUDIES
supported under a grant from the National Science Foundation - Dennen Reilley, Director

. . . When, for example, we read in Aristotle the philia, friendship among citizens, is one of the fundamental requirements for the well being of the City, we tend to think he was speaking of no more than the absence of fractions and civil war within it. But for the Greeks the essense of friendship consisted in discourse. They held that only the constant interchange of talk united citizens in a polis. In discourse the political importance of friendship and the humanness peculiar to it were made manifest. This converse (in contrast to the intimate talk in which individuals talk about themselves), permeated though it may be by pleasure in the friends' presence, is concerned with the common world, which remains 'inhuman' in a very literal sense unless it is constantly talked about by human beings. For the world is not humane just because it is made by human beings, and it does not become humane just because the human voice sounds in it, but only when it has become the object of discourse. However much we are affected by the things of the world, however deeply they may stir and stimulate us, they become human for us only when we can discuss them with our fellows. Whatever cannot become the object of discourse--the truly sublime, the truly horrible or the uncanny--may find a human voice through which to sound into the world, but it is not exactly human. We humanize what is going on in the world and ourselves only by speaking of it, and in the course of speaking of it we learn to be human.

The above paragraph is from Chapter One, 'On Humanity In Dark Times', Men In Dark Times, by Hannah Arendt (Harcourt, Brace and World, Inc., 1968)

SUMMER INSTITUTE PARTICIPANTS

Connecticut	
Central Connecticut State College	Marilyn Hott
New Britain Public Schools	Shirley Jennings
New Canaan Public Schools	Karin Naill
Saint Joseph's School	Sr. Mary Forster
South Windsor Public Schools	Joseph Nolan
Westport Public Schools	Joan Polnick
Windham Public Schools	Lary Selavka
Maine	
North Haven Public Schools	Dennis Wolf
	Thomas Wolf
Maryland	
Baltimore Public Schools	Roosevelt Duncan
University of Maryland	Thomas Powers
Massachusetts	
Berkshire Regional School District	Bernard Fryc
Concord Public Schools	Larry Moreland
Methuen Public Schools	Anthony Conte
New Jersey	
Glen Ridge Public Schools	Michael Caruso
New York	
Bedford Public Schools	Evangeline Fernandez
	James Young
New York University	Lynne Randolph
Smithtown Public Schools	Robert Neubauer
Pennsylvania	
School District of Cheltenham Township	Harry Scheibner
Regional Center Staff Members	William Donovan
	Deborah Dowd
	Roberta Klett
	James Moore

Staff (cont'd)

Dennen Reilley
Herbert Schwartz
Kathy Sylva
Arlene Walter
Frederic Warner

SUMMER INSTITUTE SCHEDULE

Monday, June 30

Session 1 (9:00 a.m.)
Reception - Reception Room of the Student Center

Session 2 (10:15 a.m.)
Man: A Course of Study - controversial issues in the elementary classroom. Reilley

Session 3 (12:30 p.m.)
Introduction to the Netsilik Eskimos - Caribou Camp (Dowd)

Tuesday, July 1

Session 4 (9:00 a.m.)
Introduction to Man and Other Animals - Baboon Troop (Schwartz)

Session 5 (12:30 p.m.)
Overview of Man: A Course of Study (Reilley and Sylva)

Wednesday, July 2

Session 6 (9:00 a.m.)
Contrast Studies - Salmon, Herring Gull and Baboon (Warner)

Session 7 (12:30 p.m.)
Technology - examination of a major theme (Reilley)

Thursday, July 3

Session 8 (9:00 a.m.)
Eskimos at the Sea-Ice Camp - Seal Hunting (Dowd)

Session 9 (12:30 p.m.)
Eskimos at the Sea-Ice Camp - Kigtak (Schwartz)

Session 10 (2:00 p.m.)
Preparations for Summer School Program (Dowd and Schwartz)

Monday, July 7

Session 11 (9:00 a.m.)
Summer School program - Stanley School (Dowd and Schwartz)

Session 12 (12:30 p.m.)
Summer School follow-up and planning for next day.* (Dowd and Schwartz)
Observation techniques (Donovan)

Tuesday, July 8

Session 13 (9:00 a.m.)
Summer School program

Session 14 (12:30 p.m.)
Natural Selection (Warner)

Wednesday, July 9

Session 15 (9:00 a.m.)
Summer School program

Session 16 (12:30 p.m.)
Evolution (Warner)

Thursday, July 10

Session 17 (9:00 a.m.)
Summer School program

Session 18 (12:30 p.m.)
Aggression (Warner)

Friday, July 11

Session 19 (9:00 a.m.)
Summer School program

Session 20 (12:30 p.m.)
Values (Reilley)

Monday, July 14

Session 21 (9:00 a.m.)
Summer School program

Session 22 (12:30 p.m.)
Pedagogical techniques - Hicks classroom film (Donovan)

Tuesday, July 15

Session 23 (9:00 a.m.)
Summer School program

Session 24 (12:30 p.m.)
Complete Man and Other Animals materials (Reilley)

Wednesday, July 16

Session 25 (9:00 a.m.)
Summer School program

Session 26 (12:30 p.m.)
Group presentations - summary of class work to date. (Donovan)

Thursday, July 17

Session 27 (9:00 a.m.)
Summer School program - Stanley School (Dowd and Schwartz)

Session 28 (12:30 p.m.)
Pedagogical techniques - Dow classroom film (Donovan)

Friday, July 18

Session 29 (9:00 a.m.)
Summer School program

Session 30 (12:30 p.m.)
Imagination (Warner)

Monday, July 21

Session 31 (9:00 a.m.)
Summer School program

Session 32 (12:30 p.m.)
Birth of a Hunter - McManus classroom film. (Donovan)

Tuesday, July 22

Session 33 (9:00 a.m.)
Summer School program

Session 34 (12:30 p.m.)
Cosmology (Warner)

Wednesday, July 23

Session 35 (9:00 a.m.)
Summer School program

Session 36 (12:30 p.m.)
Grouping techniques - Koeller classroom film. (Donovan)

Thursday, July 24

Session 37 (9:00 a.m.)
Summer School program

Session 38 (12:30 p.m.)
Complete Netsilik Eskimo materials (Reilley)

Friday, July 25

Session 39 (9:00 a.m.)
Summer School program

Session 40 (12:30 p.m.)
Group presentations - final summary of class work. (Donovan)

Monday, July 28

Session 41 (9:00 a.m.)
Questions to the staff of the Regional Center. (Reilley)

Session 42 (12:30 p.m.)
Major themes of Man: A Course of Study - small groups (Staff)

Tuesday, July 29

Session 43 (9:00 a.m.)
Parallel curriculum - a theory of in-service training (Reilley and Walter)

Session 44 (12:30 p.m.)
Evaluation findings and procedures (Reilley and Walter)

Wednesday, July 30

Session 45 (9:00 a.m.)
Planning for in-service and pre-service courses. (Staff)

Session 46 (12:30 p.m.)
Independent study

Thursday, July 31

Session 47 (9:00 a.m.)
Plans for the coming year - courses, teacher and P.T.A. presentations.
(Reilley)

Session 48 (12:30 p.m.)
Preparation of materials for the coming year - small groups (Staff)

Friday, August 1

Session 49 (9:00 a.m.)
Man: A Course of Study and the "New Social Studies" - an analysis
(Reilley)

Session 50 (12:30 p.m.)
Concluding session - evaluation of Summer Institute. (Reilley)

*During the three week Summer School program the first half-hour of each afternoon session will be spent planning the next day's class work.

Tuesday, July 1

1. Man: A Course of Study -- An Experimental Social Science Course for Elementary Schools by Peter Dow (Manual 1, page 3)
2. Information About Baboons by Irven DeVore (Manual 5, page 72)
3. The Concept of Culture by Hans Guggenheim (Manual 1, page 35)

Wednesday, July 2

1. The Study of Animals by Niko Tinbergen (Manual 1, page 17)
2. Innate and Learned Behavior by Irven DeVore (Manual 1, page 23)
3. Why Technology in a Course on Man? by Peter Dow and Richard Rosenbloom (Manual 1, page 59)

Thursday, July 3

1. Man in the Social World (Manual 1, page 52)
2. The Netsilik Eskimos by Knud Rasmussen (Manual 1, page 86)
3. The Netsilik Eskimos by Asen Balikci (handout)

Monday, July 7

1. Using the Lesson Plans (Manual 2, page 5)
2. Informal Drama (Manual 2, page 8)

Tuesday, July 8

1. 'Readings on Natural Selection II' (handout)

Wednesday, July 9

1. 'Readings on Natural Selection II' (handout)

Thursday, July 10

1. 'Readings on Aggression' (handout)

Tuesday, July 22

1. World View (Manual 1, page 70)

Thursday, July 24

1. The Changing Lives of Canada's Eskimos (Manual 1, page 120)

Tuesday, July 29

1. The Parallel Curriculum (EDC booklet)
2. Man: A Course of Study -- Brief Review of Evaluation Findings (EDC handout)
3. Evaluation in the Social Studies -- A Description of the EDC Program (EDC handout)
4. Teacher Education: Experiences in the Field (EDC handout)

Other: All participants should read the Man: A Course of Study student and teacher booklets prior to the second week of the Summer Institute.

Supplementary books for students and teachers are reserved in a special section of the Social Science Curriculum Laboratory and you should feel free to sign these out for use during the Summer Institute.

CTA: Assignments should be read by the date indicated on this sheet as the day's work will center on issues raised in the various papers.

GROUPS

During the three-week Summer School program involving students at the Stanley School, Institute participants will be assigned to the following groups:

Group 1	Group 2
Michael Caruso	Evangeline Fernandez
Anthony Conte	Bernard Fryc
Roosevelt Duncan	Marilyn Hott
Sr. Mary Forster	Larry Moreland
Shirley Jennings	Robert Neubauer
Karin Neill	Joseph Nolan
Lary Selavka	Lynne Randolph
Dennis Wolf	Joan Rolnick
James Young	Harry Scheibner
	Thomas Wolf

NOTE: Group 1 will begin the three-week experience with Mr. Schwartz (Man and Other Animals) and Group 2 with Mrs. Dowd (Netsilik Eskimos), on Thursday of the second week of the Summer School program the groups will be reversed and Group 1 will finish the three-week experience with Mrs. Dowd (Netsilik Eskimos) and Group 2 with Mr. Schwartz (Man and Other Animals).

REGIONAL CENTER FOR THE IMPROVEMENT OF INSTRUCTION
IN ELEMENTARY SOCIAL STUDIES

Summer Institute 1969 — Central Connecticut State College

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(201) 998-1956

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Marsh School
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19 Sunset Avenue
Methuen, Massachusetts 01844
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Thomas Jefferson School
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New Britain, Connecticut 06053
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REGIONAL CENTER FOR THE IMPROVEMENT OF INSTRUCTION

IN ELEMENTARY SOCIAL STUDIES

Summer Institute 1969

Central Connecticut State College

Evaluation Sheet

Man: A Course of Study

The purpose of this evaluation sheet is to determine your reaction to the Summer Institute program as offered this year. Your answers will assist the staff in the preparation of next year's program. Thank you.

Section I

Please rate the Summer Institute schedule in terms of (A) contribution to in-service work and (B) contribution to understanding the course.

		high		average		low
Session I	Reception	A.				
		b.				
Session 2	Controversial issues	A.				
		B.				
Session 3	Netsilik Eskimos	A.				
		B.				
Session 4	Baboon Troop	A.				
		B.				
Session 5	MACOS overview	A.				
		B.				
Session 6	Technology	A.				
		B.				
Session 7	Contrast Studies	A				
		B.				
Session 8	Seal Hunting	A.				
		B.				

			high		average		low
Session 9	Old Kigtak	A.					
		B.					
Session 12	Observation	A.					
		B.					
Session 14	Natural Selection	A.					
		B.					
Session 16	Evolution	A.					
		B.					
Session 18	Aggression	A.					
		B.					
Session 20	Values	A.					
		B.					
Session 22	Hicks classroom film	A.					
		B.					
Session 24	Questions	A.					
		B.					
Session 26	Group presentations	A.					
		B.					
Session 28	Dow classroom film	A.					
		B.					
Session 30	Imagination	A.					
		B.					
Session 32	McManus classroom film	A.					
		B.					
Session 24	Cosmology	A.					
		B.					
Session 36	Koeller classroom film	A.					
		B.					

		high				low
Session 38 Summary	A.					
	B.					
Session 40 Group presentations	A.					
	B.					
Session 41 Questions	A.					
	B.					
Session 42 Major themes	A.					
	B.					
Session 43 Parallel curriculum	A.					
	B.					
Session 44 Evaluation findings	A.					
	B.					
Session 45 Planning	A.					
	B.					
Session 47 Presentations	A.					
	B.					
Session 49 New Social Studies	A.					
	B.					

Section II

Would you have like . . . (check all that apply)

Comments

_____1. more help in planning your in-service workshop

_____2. going through MACOS lessons and activities more intensively

_____3. more information about course content

_____4. more chance to teach students in summer school program

_____5. more previewing of films, slides, records, etc.

_____6. more discussions of teaching techniques

_____7. more information about _____

_____8. more opportunity to _____

Section III

Of the following: please indicate those you feel were (A) understressed, (B) overstressed, (C) adequately represented; and also indicate the degree to which each was helpful to you (D) highly, (E) moderately, and (F) little.

1. Anthropology

A. _____ B. _____ C. _____
D. _____ E. _____ F. _____

2. Pedagogy (theory)

A. _____ B. _____ C. _____
D. _____ E. _____ F. _____

3. In-service work

A. _____ B. _____ C. _____
D. _____ E. _____ F. _____

4. MACOS

A. _____ B. _____ C. _____
D. _____ E. _____ F. _____

5. Other _____ A. _____ B. _____ C. _____
_____ D. _____ E. _____ F. _____

Section IV

Please evaluate the composition of the participating group in terms of accomplishing the aims of the Summer Institute.

		Comments
1. Size	_____ too large	
	_____ about right	
	_____ too small	
2. Interests	_____ too homogeneous	
	_____ about right	
	_____ too diverse	
3. Spirit	_____ sense of cohesiveness	
	_____ neutral	
	_____ some antagonism	
4. Other	_____	

Section V

Rate each of the following in terms of your personal reactions.

		Comments
1. Opportunity for informal talks and exchange of ideas.		
A. with other participants	_____ ample	
	_____ not enough	
B. with staff members	_____ ample	
	_____ not enough	
2. Pace of the conference	_____ too intense	
	_____ about right	
	_____ draggy	
3. Planned social activities	_____ too many	
	_____ about right	
	_____ not enough	

4. Balance of practical information and conceptual knowledge presented

_____ too practical
_____ about right
_____ too conceptual

5. Scheduling of the Institute

_____ too structured
_____ about right
_____ too loose

6. Did Summer Institute meet your needs and expectations?

_____ yes
_____ no

7. Summer Institute as a whole

_____ outstanding
_____ good
_____ fair
_____ not worth time or money

Section VI

1. In retrospect, do you feel you needed more knowledge about MACOS before the Summer Institute?

2. Do you feel you had adequate information about the Summer Institute itself prior to arrival?

3. Can you recall what you hoped to gain from the conference before you arrived?

Were those expectations met?

4. What suggestions would you make for future Summer Institutes of this type?

5. Were there areas of concern you feel should have been covered, that were not?

6. Were there topics or ideas that were over-emphasized?

7. Evaluate the Summer Institute staff in terms of meeting your needs during the the five-week session.

8. What is your opinion of the Summer School experience involving students and Summer Institute participants with MACOS?

9. How effective was the strategy of segmenting the Summer Institute? (week 1- involvement with MACOS, Week 2 through 4 - involvement with students and Week 5 - preparations for in-service workshops)

10. Of all that happened during the Summer Institute, what was most surprising to you?

11. What was the best thing about the Summer Institute?

12. What was most disappointing?

13. Would you like to have the group reassemble for ____ one or ____ two days at mid-year to discuss what has gone on since the Summer Institute?

    Would your school district allow you to attend and underwrite your expenses?

14. What kind of assistance would you like the Regional Center Staff to give you during the coming year?

APPENDIX 2

Summer Institutes 1970

MAN:
A Course
Of Study

1970
Summer Institutes
June 28 - July 11
July 19 - Aug. 1

Supported Under A Grant From
The National Science Foundation

CENTRAL CONN. STATE COLLEGE

. . . When, for example, we read in Aristotle that philia, friendship among citizens, is one of the fundamental requirements for the well being of the City, we tend to think he was speaking of no more than the absence of factions and civil war within it. But for the Greeks the essence of friendship consisted in discourse. They held that only the constant interchange of talk united citizens in a polia. In discourse the political importance of friendship and the humanness peculiar to it were made manifest. This converse (in contrast to the intimate talk in which individuals talk about themselves), permeated though it may be by pleasure in the friends' presence, is concerned with the common world, which remains 'inhuman' in a very literal sense unless it is constantly talked about by human beings. For the world is not humane just because it is made by human beings, and it does not become humane just because the human voice sounds in it, but only when it has become the object of discourse. However much we are affected by the things of the world, however deeply they may stir and stimulate us, they become human for us only when we can discuss them with our fellows. Whatever cannot become the object of discourse--the truly sublime, the truly horrible or the uncanny--may find a human voice through which to sound into the world, but it is not exactly human. We humanize what is going on in the world and in ourselves only by speaking of it, and in the course of speaking of it we learn to be human.

From "On Humanity In Dark Times"
in Men In Dark Times, by Hannah
Arendt (Harcourt, Brace and World,
Inc., 1968)

SUMMER INSTITUTE PARTICIPANTS

SESSION 1 (June 28 July 11, 1970)

Burlington, Connecticut
Ann Malachowski

Camden, Delaware
Ann Stallings

Cape Elizabeth, Maine
Michael Berlin

Chicago, Illinois
Ruth Marx

East Greenwich, Rhode Island
Richard Maguire

East Lyme, Connecticut
Richard Waterman

Farmington, Connecticut
Margaret Crowley

Greenwich, Connecticut
Eileen Monroe

Hartford, Connecticut
Nancy Mahoney

Holyoke, Massachusetts
Daniel Thompson

Lebanon, New Hampshire
Shirley Anderson

Mahwah, New Jersey
John O'Shields

Mamaroneck, New York
Dianne Durante

Montclair, New Jersey
Richard Bartell
Louis D'Argenzio

Moorestown, New Jersey
Jacqueline Hockenbury

Newport, Vermont
Albertha Darby

Niskayuna, New York
Elizabeth Dumez
Dorothy Kellogg

Pittsfield, Massachusetts
John Hadden

Reading, Connecticut
Thomas Fogarty

Rutland, Vermont
Hazel Looker

Sherborn, Massachusetts
Cynthia Poltrack

Somersworth, New Hampshire
George Sawyer

Springfield, Massachusetts
Michael Glickman

Totowa, New Jersey
William Hagman

Westbrook, Maine
David Bois
Barbara Mertens

White Plains, New York
Catherine Noonan

Worcester, Massachusetts
Carmella D'Elia
Patricia Gilberg

SESSION 2 (July 19 August 1, 1970)

Baltimore, Maryland
Frances Ellington

Belchertown, Massachusetts
Laura Gabel

Berlin, Germany
Angela Schnapp

Brooklandville, Maryland
Marion Field

Cape Elizabeth, Maine
Linda MacLeod

Chapel Hill, North Carolina
David Perry
George Scarola

Fairfax, Virginia
Cynthia Allen
Margie Thompson

Greenwich, Connecticut
Elaine deBeauport

Hartford, Connecticut
Bessie Roth

Katonah, New York
James Craffey

Ledyard, Connecticut
Robert Sandin

Lincoln, Massachusetts
Ruth Wales

Littleton, Massachusetts
Gail Barney
Arthur Covell
Mansfield Connecticut
Edward Hooper
Newport News, Virginia
Doris Rawls
New York City
Melanie Barron
Donald Jacobs
Hindy List
Lois Phifer
Shelburne, Vermont
Jack Stevart

Sudbury, Massachusetts
Kathryn Carter
Elizabeth Rizza
Townshend, Vermont
Gregory Andruschkevitch
Washington, D. C.
Grace Cowan
Westport, Connecticut
Christine Johnston
Windsor, Connecticut
Carolyn Fletcher
William Neznayko

CENTRAL CONNECTICUT STATE COLLEGE
Regional Center Staff
William Donovan
Deborah Dowd
Roberta Klett
Lawrence Lindquist
James Moore
Dennen Reilley
Herbert Schwartz
Albert Tozloski
Frederic Warner

SUMMER INSTITUTE SCHEDULE

SUNDAY
Session 1 / 7:30 p.m.
Man: A Course of Study--Controversial Issues in the Classroom

Prior readings:	Bruner Toward a Theory of Instruction (selections)
	Dow Man: A Course of Study
	Jones Fantasy and Feeling in Education
Issue:	Affective and cognitive learning
Materials:	Film "Caribou Camp" cartridge #2 and #4
Questions:	1. What was your affective reaction to the film? (feelings)
	2. What was your cognitive reaction to the film? (knowledge)
	3. Why show a film like this to children?
Staff:	Reilley, Donovan, Dowd, Lindquist, Schwartz and Warner

MONDAY
Session 2 / 8:00 a.m.
Role of the Social Studies in Education

Prior readings:	Bruner Process of Education (selections)
	Holt The Underachieving School (selections)
	Leonard Education and Ecstasy (selections)
	Postman & Weingartner Teaching as a Subversive Activity (selections)
Issue:	Media as a catalyst for interaction
Materials:	Film "No Little Hope"
Questions:	1. What is the role of education in our culture?
	2. What is the role of social studies in the schools?
	3. What group processes have we been involved in?
Staff:	Reilley, Donovan, Dowd and Schwartz

Session 3 / 10:00 a.m.
Introduction -- Baboon Materials

Post readings:	DeVore Primate Behavior (chapter 5)
	MACOS manual #5 Baboons (p. 9-19 and 40-45)
	MACOS booklets Animals of African Savanna, Baboons and Baboon Troop
Issue:	Social Organization as an adaptive mechanism
Materials:	Baboon cut-outs, Transparency "Baboon Troop Organization"
	Films "Animals of Amboseli" and "The Young Infant"
Questions:	1. How is the baboon adapted to his environment?
	2. How does social behavior evolve?
	3. How will students perceive and relate these materials?
Staff:	Donovan, Dowd, Reilley and Schwartz

Session 4 / 12:30 p.m.
Introduction -- Netsilik Eskimo Materials

Prior reading:	MACOS booklet Antler and Fang
Post readings:	Balikci The Netsilik Eskimos
	MACOS manual #1 The Netsilik Eskimos (p. 86-119)
	MACOS manual #6 The Inland Camps (p. 33-65)
	MACOS booklets The Arctic, Stalking the Paperclip and This World We Know
Issue:	Social organization and the hunting way of life
Materials:	Films "Life on the Tundra" and "Caribou Camp" cartridge 3
	Record "Words Rise Up"
	Games "Caribou Hunting" (both versions)
	Booklets Antler and Fang and Stalking the Paperclip

Questions:
1. What strategies are most successful?
2. How is this MACOS simulation similar to or different from a real Eskimo hunt?
3. What aspects of life can be explored through simulation?
4. What do students learn on their own from participation in simulation?

Staff: Donovan, Dowd, Reilley and Schwartz

Session 5 / 7:30 p.m.
What Makes Man Human? -- an overview of the course

Prior readings: Beals Culture in Process (selections)
Dow Man: A Course of Study
Sanders Social Education (Vol. 34, no. 4 - selections)

Issue: What's new about the 'New Social Studies'?

Materials: Films "Time for Learning" and multi-screen presentation
Slides "Overview of MACOS"

Questions:
1. What is the role of content in the course?
2. What is the dominant pedagogy in the course?
3. What are the objectives of the program?

Staff: Reilley

TUESDAY
Session 6 / 8:00 a.m.
The Life Cycle

Post readings: Lorenz King Solomon's Ring
MACOS manual #3 Introduction (p. 5-25)
MACOS manual #1 Study of Animals (p. 17-22)

Practicum in the substance and pedagogy of Man: A Course of Study #1

Materials: Booklets The Life Cycle and The Salmon
Films "Life Cycle of the Salmon" and T-T films (Dow & Hicks)

Questions:
1. What are the similarities and differences between man and other animals?
2. In what way is the life cycle significant for the continuity of the species?
3. What principles of education are illustrated by the materials?

Staff: Donovan, Dowd, Reilley and Schwartz

Session 7 / 12:30 p.m.
Contrast Studies

Prior readings: MACOS booklets Salmon, Herring Gull, Innate and Learned Behavior and Baboons

Issue: Is there an anatomical or behavioral progression from the simple to the complex among species?

Materials: Films "Life Cycle of the Salmon", "Herring Gull Behavior" and "The Older Infant"

Questions:
1. What is adaptation?
2. What variety of adaptations can we observe in species?
3. What is the difference between instinctive and learned behavior?
4. Is there a progression from specific instincts to generalized behavioral capacities, from solitary to social behavior, from innate to learned responses?

Staff: Warner, Donovan, Dowd, Reilley and Schwartz

Session 8 / 7:30 p.m.
Ethnocentrism

Prior readings: Chance The Eskimo of North Alaska (chapter 1)

Issue: Man's view of himself and his in-group

Materials: Film "Knud"

Questions:
1. What does man call himself or his group?
2. What does this identifying word mean?
3. What connection does man's ethnocentrism have with his relationship with other peoples?
4. Hoe does ethnocentrism affect man's "world view"?

Staff: Lindquist

WEDNESDAY

Session 9 / 8:00 a.m.

Concept Booklets

Pior readings: MACOS manual #1 The Netsilik Eskimos (p. 23-34)
DeVore tape "Herring Gull Behavior"

Post readings: MACOS manual #3 (p. 32-34 and 48-49)
MACOS manual #4 Herring Gulls (p. 17-19 and 30-32)

Practicum in the substance and pedagogy of Man: A Course of Study #2

Materials: MACOS booklets Structure and Function, Animal Adaptation, Information and Behavior, and Innate and Learned Behavior
Structure/Function kits

Questions:
1. How does an animal's behavior help it to survive in a particular environment?
2. How do animal behaviors and their causes effect the cycle of animal species?
3. How do students survive in a school environment?

Staff: Donovan, Dowd, Reilley, Schwartz and Warner

Session 10 / 12?30 p.m.

Observation Techniques

Prior reading: Kohl 36 Children (selection)
MACOS booklet The Observers Handbook

Issue: The gathering and use of data

Materials: VTR of new EDC classroom footage

Questions:
1. What is observable in classroom behavior?
2. How can we gather and use observed data?
3. How can this data be used to improve instruction?

Staff: Moore, Donovan, Dowd, Reilley and Schwartz

THURSDAY

Session 11 / 8:00 a.m.

Baboons

Prior reading: MACOS booklet Field Notes

Post readings: MACOS manual #5 Baboons (p. 9-14, 4-6 & 8-9)
MACOS booklet Chimpanzees

Practicum in the substance and pedagogy of Man: A Course of Study #3

Materials: Record "In the Field"
Films "Older Infant", "Baboon Troop" and "Miss Goodall and the Chimps"
MACOS booklets Field Notes, Chimpanzees and Communication

Questions:
1. In what ways are baboons and chimps perceived as similar to humans?
2. How are baboons and human dominance patterns similar?
3. What baboon behavior will be useful in helping children understand their behavior?
4. What is the difference between animal communication and human language?

Staff: Donovan, Dowd, Reilley, Schwartz and Warner

Session 12 / 2:00 p.m.
Aggression

Prior readings: "Readings on Aggression" (selections)
Lorenz On Aggression
Montagu Man and Aggression

Issue: Aggression - innate or cultural behavior
Materials: Film "Dynamics of Male Dominance"
Questions:
1. What is aggression?
2. Is aggression innate or cultural in origins?
3. Is aggression innate or cultural in expression?
4. Can aggressive behavior be eliminated or avoided?

Staff: Warner

Session 13 / 7:00 p.m.
Natural Selection

Prior readings: Biological Science: An Inquiry into Life (excerpts)
Trivers Natural Selection I (essay)
Hamburg Expressions of the Emotions in Man (excerpts)

Issue: Genetic variation within a species
Materials: Film "The Peppered Moth"
Questions:
1. Why is a high mortality rate important in natural selection?
2. What is genetic variation?
3. What is non-random selection?
4. What are natural selection and sexual selection?

Staff: Tozloski

FRIDAY
Session 14 / 8:00 a.m.
Nigtak

Prior readings: DePoncins Kabloona (selections)
MACOS booklet On Firm Ice
Post readings: MACOS manual #6 (pp. 66-68 & 92-95)
MACOS manual #7 (pp. 5-28)
Practicum in the substance and pedagogy of Man: A Course of Study #4
Materials: Record "Words Rise Up"
MACOS booklets Journey to the Arctic and Songs and Stories of the Netsilik Eskimos
Film T-T film (Koeller)
Questions:
1. What are the cultural differences between the Netsilik and American attitudes toward old people?
2. Are discussions of values appropriate to the classroom and if so, what is the role of the teacher in such discussions?

Staff: Donovan, Dowd, Reilley, Schwartz and Warner

Session 15 / 12:30 p.m.
Technology

Prior readings: Balikci The Netsilik Eskimos (Netsilik Material Culture)
MACOS manual #1 Why Technology in a Study of Man? (pp. 59-69)
Sylva Themes of Man: A Course of Study

Issue: Technology and cultural adaptation
Materials: Film "Autumn River Camp" cartridges 3 & 4
Manipulative materials
Questions: 1. What is a tool?
2. How are tools a manifestation of humaness?
3. What is structure in learning?
Assignment: In groups of three select and trace a theme from the course, paper due Tuesday afternoon.
Staff: Reilley, Donovan, Dowd and Schwartz

Session 16 / 7:30 p.m.
Evolution

Prior readings: Trivers Natural Selection II (essay)
Washburn "Tools and Human Evolution" (pp. 3-15)

Issue: Evolution of man
Materials: none
Questions: 1. What evidence is there that species evolve?
2. Is evolution a "theory" or a "fact"?
3. Is man still evolving in a physical sense?
4. Is man evolving in ways other than physical?
5. Can man influence his own evolution?
Staff: Tozloski

SATURDAY
Session 17 / 8:00 a.m.
Netsilik Family Life

Prior readings: MACOS manual #1 World View and The Netsilik Eskimos
MACOS booklets This World We Know, Kiviok, Songs and Stories and Journey to the Arctic
Post readings: MACOS manual #6
Practicum in the substance and pedagogy of Man: A Course of Study #5
Materials: Film T-T film (McManus)
"Autumn River Camp" cartridges 1 & 2
Record "Words Rise Up"
MACOS booklets Journey to the Arctic, The Data Book, This World We Know and manual #1.
Filmstrip "Netsilik Life"
Questions: 1. In what ways do men and women depend on each other?
2. How does a human being become a Netsilik, an American or a member of any society he grows up in?
3. What does this material show about children's motivations for learning?
Staff: Donovan, Dowd, Lindquist, Reilley and Schwartz

Session 18 / 12:30 p.m.
Cosmology

Prior readings: Chance The Eskimo of North Alaska (chapter 9)
Turnbull The Forest People
Taylor Cultural Ways
Issue: The universe--benevolent and malevolent power aspects
Materials: Records "Religion" (from "Ways of Mankind" series)
"Words Rise Up"
Questions:
1. How does man conceive of the heavens and of the supernatural?
2. How does this conception inter-relate with his ethnocentrism?
3. Is the cosmological concept a purely human concern and how does it inter-relate with man's ecological setting?
4. What common themes are found in myths and graphic constructs of a peoples beliefs?
5. How do man's cosmological concepts inter-relate with his social and behavioral patterns?

Staff: Lindquist and Warner

MONDAY
Session 19 / 8:00 a.m.
Huliajuk

Post readings: MACOS manual #7 (pp. 29-90)
MACOS booklets Journey to the Arctic and The Arctic
Practicum in the substance and pedagogy of Man: A Course of Study #6
Materials: Films "Winter Sea Ice Camp" cartridges 2, 5 & 6
Record "Words Rise Up"
Seal Hunting Game
Questions:
1. How is the purpose of the game similar to and different from the caribou hunting game?
2. What are the differences between what you learn about hunting in the film and in the game?
3. What are the advantages and disadvantages of model-building in teaching?

Staff: Donovan, Dowd, Reilley, Schwartz and Warner

Session 20/ 2: 0 p.m.
The Parallel Curriculum

Post readings: Seminars for Teachers
Assignment: Individually, take the first three seminars and reshape to meet the needs of the teachers with whom you will be working during the coming year, due Friday Afternoon.
Staff: Reilley, Donovan, Dowd and Schwartz

Session 21 / 7:30 p.m.
Imagination

Prior readings: MACOS booklet Songs and Stories of the Netsilik Eskimos
Taylor Cultural Ways (Chapters 13 & 14)
Issue: The degree to which imagination is a human expression.
Materials: Films "The Legend of the Raven"
"The Loon's Necklace"

Questions:
1. Is there a pattern of imaginative expression?
2. Do imaginative aspects reflect reality or unreality?
3. Do imaginative aspects reveal certain basic human concerns?
4. How do the imaginative aspects of a people give clues about general cultural patterns?

Staff: Lindquist

TUESDAY
Session 22 / 8:00 a.m.
Classroom Drama

Prior Reading: The True Play of How Itimangnark Got Kingmik The Girl He Really Wanted

Post Reading: "The Need to Explain" (p. 29-33)
The Netsilik Eskimo on Sea Ice
"Informal Drama" (p. 8 12) in A Guide for the Course
"The Story of Nuliajuk" (p. 1 2) in Songs and Stories

Issue: The classroom drama and creative thought

Materials "True Play"

Questions:
1. What is the value of something like "The True Play"?
2. What are the techniques and procedures involved in dramatic play?
3. How can children develop an ability to occasionally view their own society as someone from the outside world?

Staff: Donovan, Dowd, Reilley and Schwartz

Session 23 / 7:30 p.m.
Leadership

Prior readings: Seminars for Teachers

Issue: What does it mean to be an effective workshop leader?

Questions:
1. What is leadership?
2. What problems are inherent in in-service workshops?
3. What does it mean to be an effective workshop leader?

Staff: Moore, Donovan, Dowd, Reilley and Schwartz

WEDNESDAY
Session 24 / 8:00 a.m.
In Service Workshops

Prior reading: Teacher Education: Experiences in the Field
Practicum in staff development 71

Materials: Seminars for Teachers
Media and booklets as required by groups

Questions:
1. What are the goals of the workshop program?
2. How can you determine whether these goals were accomplished?
3. How can you use data from one session to plan the next?

Staff: Reilley, Donovan, Dowd and Schwartz

THURSDAY
Session 25 8:00 a.m.
In Service Workshops

Prior reading:	Teacher Education: Evaluation by Workshop Leaders
Issue:	How to conduct effective in service workshops
Materials:	Seminars for Teachers and Teacher Education: Evaluation by Workshop Leaders
Questions:	1. What needs should the workshop strive to meet? 2. How can the program be individualized? 3. What are the leaders special responsibilities? 4. How do you best meet these responsibilities?
Staff:	Reilley, Donovan, Dowd, and Schwartz

Session 26 / 2:30 p.m.
Values

Prior readings:	deRoncins Kabloona (selections) MACOS booklets (Netsilik materials)
Issue:	Values and value systems
Materials:	Selections from Kabloona
Questions:	1. What are values? 2. What is a value system? 3. How do cultural value systems establish and maintain their integrity, both internally and externally? 4. Is there a universal value system within which actions can be evaluated? 5. Is it possible to set a range of acceptable cultural standards for all societies?
Staff:	Warner

Session 27 / 7:30 p.m.
Kinship and Social Organization

Prior readings:	Chance The Eskimo of North Alaska (Chapter 4) Taylor Cultural Ways (Chapter 10)
Issue:	Kinship and social organization--the biological and cultural dimensions
Materials:	None
Questions:	1. How do preferred organization and kinship patterns manifest biological necessity and cultural conditioning? 2. How may these patterns affect concepts of cooperation, competition, etc.? 3. How may these patterns express man's humanity? 4. What are the overt and covert symbols of kinship and other social relationships?
Staff:	Lindquist

FRIDAY
Session 28 / 8:00 a.m.
Community Presentations

Prior reading:	Dow Man: A Course of Study Practicum in staff development #2
Materials:	Selected by participants
Questions:	1. What groups will we be presenting MACOS to during the year?

2. What will each want to know about the course?
3. How do we handle opposition to some aspects of the course?
4. What is my role in a professional dissemination program?

Staff: Reilley, Donovan, Dowd and Schwartz

Session 29 / 12:30 p.m.
Evaluation

Prior readings: Curiosity, Competence and Community (MACOS evaluation summary
EDC Listening and Learning

Issue: Effective program and student evaluation
Materials: Transparencies
Questions:
1. What are the goals of the program?
2. How can we evaluate these goals?
3. How can we best report the results of our evaluation?

Staff: Reilley, Donovan, Dowd and Schwartz

SATURDAY
Session 30 / 8:00 a.m.
Question and Answer Session

Participants should come prepared to ask any questions about the course, teaching, in service workshops that remain unanswered in their minds at this time

Staff: Reilley, Donovan, Dowd, Lindquist, Schwartz and Warner

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CENTRAL CONNECTICUT STATE COLLEGE
New Britain, Connecticut

Regional Center--Elementary Social Studies
Summer Institute 1970

Evaluation Sheet
Session _____

The purpose of this evaluation sheet is to determine your reaction to the Summer Institute program as offered this year. Your answers will assist the staff in the preparation of next year's schedule. Thank you.

Section 1
Please rate the Summer Institute schedule in terms of (A) contribution to in-service work and (B) contribution to understanding the course.

		much	some	little	none	comments
Reception	A.	___	___	_____	___	
	B.	___	___	_____	___	
Session 1 Controversial issues	A.	___	___	_____	___	
	B.	___	___	_____	___	
Session 2 Social Studies	A.	___	___	_____	___	
	B.	___	___	_____	___	
Session 3 Baboon Materials	A.	___	___	_____	___	
	B.	___	___	_____	___	
Session 4 Netsilik materials	A.	___	___	_____	___	
	B.	___	___	_____	___	
Session 5 Course overview	A.	___	___	_____	___	
	B.	___	___	_____	___	
Session 6 Practicum #1	A.	___	___	_____	___	
	B.	___	___	_____	___	
Session 7 Contrast studies	A.	___	___	_____	___	
	B.	___	___	_____	___	

		much	some	little	none	Comments
Session 8 Ethnocentrism	A.	___	___	___	___	
	B.	___	___	___	___	
Session 9 Practicum #2	A.	___	___	___	___	
	B.	___	___	___	___	
Session 10 Observation Techniques	A.	___	___	___	___	
	B.	___	___	___	___	
Session 11 Practicum #3	A.	___	___	___	___	
	B.	___	___	___	___	
Session 12 Aggression	A.	___	___	___	___	
	B.	___	___	___	___	
Session 13 Natural Selection	A.	___	___	___	___	
	B.	___	___	___	___	
Session 14 Practicum #4	A.	___	___	___	___	
	B.	___	___	___	___	
Session 15 Technology	A.	___	___	___	___	
	B.	___	___	___	___	
Session 16 Evolution	A.	___	___	___	___	
	B.	___	___	___	___	
Session 17 Practicum #5	A.	___	___	___	___	
	B.	___	___	___	___	
Session 18 Cosmology	A.	___	___	___	___	
	B.	___	___	___	___	
Session 19 Practicum #6	A.	___	___	___	___	
	B.	___	___	___	___	

		much	some	little	none	comments
Session 20 Parallel Curriculum	A.	___	___	___	___	
	B.	___	___	___	___	
Session 21 Imagination	A.	___	___	___	___	
	B.	___	___	___	___	
Session 22 Classroom drama	A.	___	___	___	___	
	B.	___	___	___	___	
Session 23 Leadership	A.	___	___	___	___	
	B.	___	___	___	___	
Session 24 Workshop practicum	A.	___	___	___	___	
	B.	___	___	___	___	
Session 25 In service	A.	___	___	___	___	
	B.	___	___	___	___	
Session 26 Values	A.	___	___	___	___	
	B.	___	___	___	___	
Session 27 Social Organization	A.	___	___	___	___	
	B.	___	___	___	___	
Session 28 Community Presentations	A.	___	___	___	___	
	B.	___	___	___	___	
Session 29 Evaluation	A.	___	___	___	___	
	B.	___	___	___	___	
Session 30 Question & Answer	A.	___	___	___	___	
	B.	___	___	___	___	

Section 2

1. Was there a session which you felt was a turning point in terms of your understanding of the course?

2. Was there a session which seemed to be a turning point in your understanding of the total program and its possibilities?

3. Did any sessions seem to "push" a point of view at the expense of open debate or discussion of the ideas presented?

4. Would you have liked . . .

	more	same	less	comments
1) help in planning your in-service workshop	___	___	___	
2) going through MACOS lessons and activities more intensively	___	___	___	
3) information about course content	___	___	___	
4) an opportunity to work with students	___	___	___	
5) viewing films, slides, records and other media	___	___	___	
6) discussion of issues raised by the course	___	___	___	
7) discussion of teaching techniques and strategies	___	___	___	
8) other_____				
_____	___	___	___	

Section 3

Of the following please indicate those you feel were (A) understressed, (B) overstressed, (C) adequately represented; and also indicate the degree to which each was helpful to you (D) highly, (E) moderately, and (F) little.

Comments

1. Anthropology A. ____ B. ____ C. ____
   D. ____ E. ____ F. ____
2. Pedagogy A. ____ B. ____ C. ____
   D. ____ E. ____ F. ____
3. In-service work A. ____ B. ____ C. ____
   D. ____ E. ____ F. ____
4. MACOS A. ____ B. ____ C. ____
   D. ____ E. ____ F. ____
5. Other _____ A. ____ B. ____ C. ____
   D. ____ E. ____ F. ____

What do you feel is the primary significance of Man: A Course of Study?

1. _____ changing the conceptual structure of social studies education
2. _____ changing the climate of elementary classrooms.
3. _____ other _____

Section 4

Please evaluate the composition of the participating group in terms of accomplishing the aims of the Summer Institute

Comments

1. Size _____ too large
   _____ about right
   _____ too small
2. Interests _____ too homogeneous
   _____ about right
   _____ too diverse

3. Spirit _____ sense of cohesiveness

_____ neutral

_____ some antagonism

4. Other _____

Section 5

Rate each of the following in terms of your personal reactions.

Comments

1. Opportunity for informal talks and exchange of ideas.

A. with other participants _____ ample

_____ not enough

B. with staff members _____ ample

_____ not enough

2. Pace of the conference _____ too intense

_____ about right

_____ draggy

3. Planned social activities

_____ too many

_____ about right

_____ not enough

4. Balance of practical information and conceptual knowledge presented

_____ too practical

_____ about right

_____ too conceptual

5. Scheduling of the Institute

_____ too structured

_____ about right

_____ too loose

6. Did the institute meet your needs and expectations _____ yes

_____ no

7. Summer Institute as a whole

_____ outstanding

_____ good

_____ fair

_____ not worth time or money

Section 6

1. Did the Summer Institute change your perceptions about the goals of Man: A Course of Study?

2. In retrospect, do you feel you needed more knowledge about Man: A Course of Study before the Summer Institute?

3. Do you feel you had adequate information about the Summer Institute itself prior to arrival?

4. Can you recall what you hoped to gain from the conference before you arrived?

Were those expectations met?

10. What was the best thing about the Summer Institute?

What was most disappointing?

11. Would you like to have the group reassemble for one ____ or two ____ days at mid-year to discuss what has gone on since the Summer Institute?

Would your school district allow you to attend and underwrite your expenses?

12. What kinds of assistance would you like the Regional Center staff to give you during the coming year?

Section 7

Indicate the grade you would give the Summer Institute.

A _____
B _____
C _____
D _____
F _____

Please made any additional comments, suggestions, etc.

_____
(Name -- optional)

REGIONAL CENTER FOR THE IMPROVEMENT OF INSTRUCTION
IN ELEMENTARY SOCIAL STUDIES

(a National Science Foundation funded project)

Summer Institute 1971
Information Sheet

Central Connecticut State College
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The Regional Center has been funded to provide leadership training and consultation to public, parochial and independent schools along the east coast planning to implement Man: A Course of Study. Central to the introduction of this course in the schools is an extensive staff development program involving all teachers using the course in an examination of the substantive and pedagogical issues raised by Man: A Course of Study. Two Summer Institute sessions are scheduled for this year to accommodate the large number of schools requiring trained workshop leaders for the coming year. Each district can enroll one or two participants depending upon the size of the pilot project anticipated: one leader for 4-10 teachers and one or two leaders for over 10 teachers.

Dates:	Session 1 June 27-July 10, 1971 Session 2 July 18-July 31, 1971	
Credit:	Participants will receive six graduate credits in social science (SS 520)	
Expenses:	Registration	$5.00
	Tuition	Scholarship ($180.00 for six credit course paid by the National Science Foundation)
	Stipends	None available
	Room & Board	$60.00 ($30 per week per person-single occupancy)
	Materials	$13.00 Man: A Course of Study sample set (1970 edition - available from Curriculum Development Associates)
		$ 3.15 (3" three-ring binder available at the Central Connecticut State College bookstore during the summer sessions)

Schools planning to introduce Man: A Course of Study and enroll a participant in one of the Summer Institute sessions should:

1. Complete and return a pink pre-registration sheet as soon as possible. Deadline: April 30
2. Commit five or more classrooms and teachers to the project. (Under special circumstances and with permission from the Regional Center, variations will be allowed.)
3. Purchase one classroom set of materials from Curriculum Development Associates for each teacher who will be teaching the course.
4. Contract for purchase or rental of course films. (8mm format available from Curriculum Development Associates.)
5. Arrange a staff development program for teachers involved in the course for the first time to be led by a person having attended a Summer Institute. (It is suggested that in-service workshops consist of 20 two-hour sessions.)

6. Assign an administrative officer to the project. (During the year the administrative officer will assist the workshop leader and along with the workshop leader maintain liaison with the Regional Center.)
7. Forward a letter, signed by an administrative officer for the school district, to the Director of the Regional Center indicating that each of the above has or will be arranged. (Include the name and address of both the administrative contact assigned to the project and the teacher selected to participate in the Summer Institute.) May 15

The person selected to attend the Summer Institute should be one having the qualities of leadership required to conduct a successful staff development program, in addition to being a master teacher. Upon receipt of the letter formally committing the school district to the project, registration materials and additional information regarding the Summer Institute will be forwarded directly to the participant. Registration materials must be completed and returned by: June 10

Schools desiring to introduce Man: A Course of Study but unable to send a participant to one of the Summer Institute sessions should contact the Regional Center. The Regional Center staff will assist these districts to (1) contact a trained leader in the area who would be willing to contract for workshop services or (2) combine with other schools in the area in a joint workshop effort. Experience indicates that optimum workshop size is between 8 and 20 with the quality of interaction declining slightly above or below those figures.

We see it as our responsibility to provide for the workshop needs of every school and school district in the eleven-state area served by the Regional Center and will make every effort to see that no school desiring to implement the program is refused Man: A Course of Study because we were unable to assist them in meeting the staff development requirement. You, in turn, can assist us by early notification of your desire to introduce Man: A Course of Study.

If you desire further information regarding Man: A Course of Study or the work of the Regional Center, please write or call:

Dennen Reilley, Director
Regional Center - Elementary Social Studies
Central Connecticut State College
1615 Stanley Street
New Britain, Connecticut 06050
Telephone: (203) 225-7481 ext. 487

August 20, 1970

DR/rk

Date _____

To: Dennen Reilley, Director
Regional Center - Elementary Social Studies
Central Connecticut State College
1615 Stanley Street
New Britain, Connecticut 06050

From: (PLEASE PRINT)

Name _____

Position _____

School District _____

Address _____

_____ Zip

Phone (____) _____ - _____

Re: Man: A Course of Study

We plan to introduce or expand Man: A Course of Study in _____ classrooms involving approximately _____ students and _____ teachers during the 1971-72 school year and wish to enroll _____ participants in the Summer Institute to be held at Central Connecticut State College June 27 - July 10, 1970 or July 18-July 31, 1970. I understand that this does not constitute a formal commitment and that the school district will be asked to make such a commitment at a later date. Please contact me at your earliest convenience so that final details of our participation can be worked out.

Signed _____

DR/ds

APPENDIX 3

Regional Center Brochures

MAN: A COURSE OF STUDY

REGIONAL CENTER
FOR THE IMPROVEMENT OF INSTRUCTION IN ELEMENTARY SOCIAL STUDIES

(Supported Under a Grant from the National Science Foundation)

CENTRAL CONNECTICUT STATE COLLEGE

99

PURPOSE

The Regional Center for the Improvement of Instruction in Elementary Social Studies was established at Central Connecticut State College in 1969 under a grant from the National Science Foundation. Its purpose is to strengthen the professional training of teachers, to improve elementary social studies instruction, to provide for the successful implementation of new social studies curricula, and to create a setting for research in problems of teacher training and curriculum innovation. The Regional Center serves Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York (southern, including New York City and Long Island), Pennsylvania (eastern including Philadelphia), Rhode Island, Vermont and Washington, D.C.

ACTIVITIES

The Regional Center assists school districts and teacher-training institutions in the area to implement Education Development Center's innovative curriculum for the intermediate level, MAN: A COURSE OF STUDY. During the academic year staff members disseminate information about the program, conduct in-service workshops, serve as consultants to schools introducing the course, and teach pre-service and graduate-level courses. Each summer two two-week Summer Institutes are held to prepare teacher trainers for conducting in-service workshops in their school districts or colleges. Participants are selected from those communities and institutions planning to introduce MAN; A COURSE OF STUDY in the class during the coming year.

STAFF

Carrying out the work of the Regional Center are:

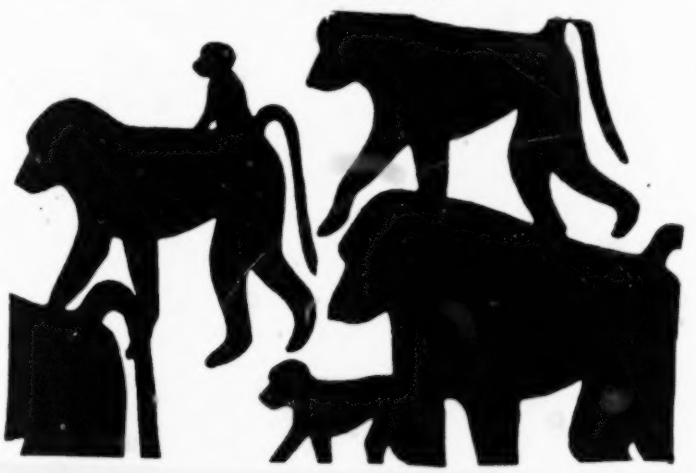
Dennen Reilley, *Director*
William F. Donovan, Jr.
Herbert S. Schwartz
Deborah M. Dowd
Consultants: Lawrence Lindquist
James Moore
Albert Tozloski
Frederic Warner
Ruthann Kozlowski, *Secretary*

PROGRAM

MAN: A COURSE OF STUDY is a revolutionary social studies curriculum for the intermediate level prepared by Education Development Center with the assistance of Jerome Bruner, Director of the Center for Cognitive Studies at Harvard University and author of *The Process of Education*. The Regional Center has selected this exciting new course as the vehicle for carrying out its goals. The course is currently being implemented in selected school districts across the nation.

"The content of the course", Bruner states, "is man, his nature as a species and the forces that shaped and continue to shape his humanity . . . We seek exercises and materials through which our pupils can learn wherein there is a discernible continuity between him and his animal forbearers." He postulated three questions which constitute the conceptual framework for the program: "What makes man human?, How did he get that way?, and How can he be made more so?"

In the first unit entitled , *Perspectives on Man and Other Animals*, pupils examine the life cycle, ecological adaptation and survival strategy of three animal species. The object is to help them discover through study of the salmon, herring gull and baboon—what it means to be an animal. By contrast students are then able to determine what it means to be a human being. They begin to appreciate, Dr. Bruner says, that "man represents that crucial point in evolution where adaptation is achieved by the vehicle of culture and only in a minor way by further changes in his morphology."



The second unit introduces students to human beings in one of the harshest environments known to man—the *"Netsilik Eskimos"* living in Pelly Bay. In examining a hunter-gatherer group the basic elements of humanity are most easily identified than in a complex modern society yet the basic elements are the same. Five matters are explored, each closely associated with the evolution of man and each defining at once the distinctiveness of man and his potentiality for further evolution. The five humanizing forces are: tool-making, language, social organization, man's urge to explain, and management of a prolonged childhood.

As they follow the Netsilik on their migratory cycle, students appreciate more fully the degree of humanity shared with this group who, on first encounter, appeared so different. This in-depth study gives them an opportunity to reflect upon the extent to which man, in all his cultural diversity, is united by universally shared adaptive responses. The hope is that a pupil, in discovering an answer to the query, "what makes man human?", will discover something about himself; and in viewing culture as an adaptive mechanism will recognize more fully his own humanity and its potential.

Enthusiasm about the course stems from several factors. The course has been, from its inception, the cooperative effort of scholars, curriculum developers, and teachers, a pattern mirro[illegible] the composition of the Regional Center staff. I[illegible] attractive to and appropriate for children[illegible] levels of ability. Content is used as a vehicle [illegible] development of concepts. Students are involved in a variety [illegible] relevant issues. Activities include role playing, gaming, discussions, and independent study. The course is multi-media—using inductive films in addition to booklets, records, filmstrips, and manipulative materials. Evaluation indicates it has affective [illegible] as cognitive meaning for students. It prov[illegible] for the in-service training of teachers. Enthusia[illegible], in short, springs from student, teacher, parent, and administrator reaction to the program, both in urban and suburban schools.

Man: A Course of Study Talks to Teachers

INVOLVEMENT

A school district interested in introducing MAN: A COURSE OF STUDY on a pilot program basis should:

- Commit five or more classrooms and teachers to the project. (In special circumstances and with permission of the Director, variations will be allowed).
- Purchase one classroom set of materials from Curriculum Development Associates for each teacher conducting the course.
- Contract for purchase or rental of the course films.
- Arrange regular meetings of teachers presenting the course for the first time to be led by a person who has attended a Summer Institute for teacher-trainers or has taught the course. It is suggested that in-service workshops consist of 20 two-hour sessions. (As an alternative, teachers may attend sessions in a neighboring community undertaking the program).
- Send a teacher to a Summer Institute.
- Forward a letter, signed by an administrative officer, to the Director of the Regional Center, affirming that each of these steps has been or will be taken.

Participants in the Summer Institute will be expected, during the school year, to:

- Teach MAN: A COURSE OF STUDY
- Conduct in-service worskhops for other teachers using the program.
- Maintain liaison with the Regional Center.

A teacher-training institution interested in sending a person to a Summer Institute should have the designated faculty member write to the Director of the Regional Center, indicating:

- Interest in introducing MAN: A COURSE OF STUDY into methods and/or curriculum classes.
- Intent to have MAN: A COURSE OF STUDY teacher and student materials for use in pre-service and graduate courses.
- Willingness to disseminate information about MAN: A COURSE OF STUDY in school districts served by the institution.

MATERIALS

All materials are to be ordered directly from:

Curriculum Development Associates
Suite 414
1211 Connecticut Ave., N.W.
Washington, D.C. 20036
(202) 293-1760

Sample Set for Preview
Complete set of student booklets (24)
and teachers guides (7)..... $13/set

A complete set of MAN: A COURSE OF STUDY materials, including films, is available for preview at the Regional Center office, Room 201, DiLoreto Hall, Central Connecticut State College.

Information

For further information about the work of the Regional Center or how your school district may become involved in a pilot program utilizing MAN: A COURSE OF STUDY, please write or call:

Dennen Reilley, *Director*
Regional Center – Elementary Social Studies
Central Connecticut State College
1615 Stanley Street
New Britain, Connecticut 06050
(203) 225-7481 Ext. 487

The 1971 Summer Institutes will be conducted at Central Connecticut State College June 27-July 10 and July 18-July 31. Arrangements for attendance must be completed before May 15.

More information about the course, other Regional Centers and additional Summer Institutes to be held during 1971 may be obtained from either:

Curriculum Development Associates, Suite 414, 1211 Connecticut Ave., N.W., Washington, D.C. 20036, (202) 293-1760 or:

Education Development Center, 15 Mifflin Place, Cambridge, Massachusetts 02138, (617) 868-5800

Dennen Reilley, *Director*
Regional Center – Elementary Social Studies
Central Connecticut State College
1615 Stanley Street
New Britain, Connecticut 06050

APPENDIX 4

Samples of Correspondence

STATE OF CONNECTICUT
CENTRAL CONNECTICUT STATE COLLEGE
1615 STANLEY STREET — NEW BRITAIN, CONNECTICUT 06050

Area Code 203
225 6351

September 2, 1969

Dear

Please excuse the unlovely form of this letter, but the information is sufficiently timely to choose speed over beauty and with the school year fast upon us I thought you would want the following information:

Enclosed is the teacher training tape for use in your workshop sessions. It includes four selections:

Jerome Bruner	"Introduction to Man: A Course of Study"
Irven DeVore	"Introduction to Man and Animals Unit"
Irven DeVore	"Herring Gull Behavior
Robert Trivers	"Natural Selection"

Later in the year you will be sent another tape, "Introduction to the Netsilik Eskimo Unit."

The four teacher training kinescopes prepared by Education Development Center will be available on loan through the Regional Center, and I will notify you as soon as our prints arrive at the college. The four kinescopes (16mm format) are:

Clare Hicks	"Making Life Ropes"
Peter Dow	"Life Variables"
Linda McManua	"Birth of a Hunter"
Donald Koeller	"Kigtak"

As these films were not included in our budget as approved by the National Science Foundation, it will be necessary to charge $2.00 per film to cover postage and handling at this end; and the user is requested to insure each film for $200.00 when returning it to the Regional Center.

Education Development Center has achieved a packaging breakthrough in fitting each classroom set into five boxes. Enclosed is a copy of the

packing list for the materials, and I suggest that each teacher using the course be given a copy. You have probably noticed that some changes have taken place in the materials, and I feel the 1969 edition is the best yet.

Journey to the Arctic	- a new, more exciting format
Observer's Handbook	- an entirely new booklet combining several loose sheets from the old sets.
Five filmstrips	- replacing slides in earlier sets
Ditto masters	- for game boards and direction sheets

The Seal Hunting Game Boards will be shipped to you later this fall and in plenty of time for workshop and classroom use.

Enclosed are numerous materials which should be of interest to you. For your Workshop Leader's Handbook:

1. A paper by Jerome Bruner from the May 18, 1968 issue of Saturday Review.
2. Two essays from Mary Henle at Education Development Center relating to the pedagogy implicit in the course.
3. The fourth checklist for the Netsilik Eskimo Unit.

For your files:

1. Copies of letters sent regarding your participation in the Summer Institute.
2. Workshop plans submitted this summer.

More articles and materials will follow during the year.

For those purchasing films in the Technicolor super 8mm optical sound format, the films have been mailed from the laboratories except for the following titles:

"Life Cycle of the Salmon"	(will be mailed by September 19)
"Life on the Tundra"	(will be mailed by October 15)
"Knud"	(will be mailed by October 15)
"The Legend of the Raven"	(will be mailed by October 15)
"Miss Goodall and the Chimpanzees	October 15

Difficulties in processing the films and in getting releases from commercial distributors are responsible for these delays which Education Development Center hopes will not inconvenience you too greatly.

Servicing, should it be necessary, for Technicolor 1000-A projectors will be supplied directly by Technicolor Corporation during the coming

year. They have provided a "hotline" to Mr. Frank L. Trezise at the Technicolor factory, 1300 Frawley Drive, Costa Mesa, California 92627. Mr. Trezise's phone number is (714) 540-4330, and you should call collect if your machine malfunctions, after checking to see if it is plugged in and if the bulb has burned out; and he will drop ship a replacement for the broken machine. This arrangement demonstrates the confidence Technicolor has in their equipment and their desire to assist in the pilot testing of the course by assuring that you have functioning equipment when you need it.

A request -- would you please send the following information at your earliest convenience:

1. A schedule of your in-service workshops (dates, times, places, etc.)
2. The names of any communities cooperating with your workshops.
3. The number of teachers attending your workshop.
4. Directions from CCSC to your school or office (a map would help).

This data will assist us in preparing our fall schedule.

I trust you have had a restful month since the close of our Summer Institute and hope you are looking forward to your involvement with Man: A Course of Study. Please let us know if we can assist you in any way. I look forward to seeing you again soon.

Sincerely,

Dennen Reilley, Director

Regional Center for the Improvement of
Instruction in Elementary Social Studies
DiLoreto Hall (room 201)
(203) 225-7481 ext. 487

enclosures

DR/rk

STATE OF CONNECTICUT
CENTRAL CONNECTICUT STATE COLLEGE
1615 STANLEY STREET — NEW BRITAIN, CONNECTICUT 06050

Area Code 203
225 - 6351

September 9, 1969

Dear

The purpose of this letter is twofold: first to request that you ask each teacher in your workshop to complete the enclosed forms, and second to distribute the attached paper which provides a model for PTA presentations.

Would you please have each teacher attending your workshop complete two copies of the enclosed Teacher Information Sheet. When filled out, I would appreciate your collecting, checking, and returning the forms to me. One copy is for the Regional Center, and the other is for Education Development Center. They are required for reports which must be submitted to the National Science Foundation. It will be helpful if the forms can be returned by October 10. Thanks.

A number of teachers have requested an outline to follow for making presentations to parents during open house or general meetings. The attached paper gives an overview of Man: A Course of Study and may prove helpful. If you would like copies of this paper to distribute to teachers attending your workshops, please fill out and return the order sheet provided.

By the time you receive this letter classes will have started, and many of you will have had initial workshop sessions. I trust all is going well and that the enthusiasm I know you have for Man: A Course of Study will infect all those with whom you come in contact during the coming year.

Sincerely,

Dennen Reilley, Director

Regional Center for the Improvement of
Instruction in Elementary Social Studies
DiLoreto Hall (room 201)
(203) 225-7481 (ext. 487)

enclosures

DR/rk

REGIONAL CENTER FOR THE IMPROVEMENT OF INSTRUCTION
IN ELEMENTARY SOCIAL STUDIES

(a National Science Foundation funded project)

MAN: A COURSE OF STUDY
TEACHER INFORMATION SHEET

1969 - 70

Name _____ School District _____

Home Address _____ School _____

_____ Address _____
(city) (state) (zip)

_____
(city) (state) (zip)

Home phone ( ) _____ School phone ( ) _____

(1) For each class of MAN: A COURSE OF STUDY which you teach, please provide the following information:

Grade Level	No. of Children in class	Times this Class Meets: Monday	Tuesday	Wednesday	Thursday	Friday

(2) Please indicate the school years you have taught MAN: A COURSE OF STUDY:

1965-66___ 1966-67___ 1967-68___ 1968-69___ 1969-70___

(3) If you are attending a workshop during this school year, where, how often, and when does it meet?

_____

_____

PLEASE PRINT

THANK YOU

STATE OF CONNECTICUT
CENTRAL CONNECTICUT STATE COLLEGE
1615 STANLEY STREET — NEW BRITAIN, CONNECTICUT 06050

Area Code 203
225 - 0351

December 2, 1969

Dear

Last summer we discussed the possibility of institute staff and participants reconvening during the year to continue the dialogue begun at that time and to share our experiences with Man: A Course of Study in workshops and the classroom. The purpose of this correspondence is to ascertain what, if any, interest there is in such a meeting, to suggest dates and an agenda for it, and to determine whether or not you will be able to attend. I feel a meeting of this type will be of value to all able to participate in it, and it will influence the organization of next summer's program.

Tentative plans:

Place: Central Connecticut State College, 1615 Stanley Street, New Britain, Connecticut 06050

Dates: Friday, January 16 and Saturday, January 17, 1970

Agenda: Convocation of Man: A Course of Study Workshop Leaders

Jan. 16, 1970	11:30	Session 1	Greetings and lunch in Student Center
	1:00	Session 2	Directors report on activities
	2:30	Session 3	Discussion of student and teacher reactions
	4:00	Session 4	Discussion of parent and community reactions
	5:30		Adjourn for day
	7:30		Social hour and dinner
Jan. 17, 1970	9:00	Session 5	Reevaluation of summer institute
	10:30	Session 6	Strategies for remainder of year
	12:00	Session 7	National Dissemination Model
	1:00		Adjourn - lunch

Please complete and return the attached form as soon as possible.

I regret that National Science Foundation funding does not include money to pay participant travel or expenses for the January meeting. Roberta will make hotel reservations for those desiring them, and it is my hope that school districts will underwrite expenses for those attending this conference. The final determination as to whether or not the meeting will be scheduled depends on the number indicating they will attend and will be made as soon as all forms are returned.

I trust all is well with you and wish you a good Thanksgiving holiday.

Sincerely,

Dennen Reilley, Director

Regional Center for the Improvement of
Instruction in Elementary Social Studies
DiLoreto Hall (room 201)
(203) 225-7481 (ext. 487)

DR/rk

Convocation of Man: A Course of Study Workshop Leaders

Central Connecticut State College — Regional Center

☐ I will be able to attend the conference scheduled for Jan. 16 & 17, 1970.

☐ I will not be able to attend the conference scheduled for Jan. 16 & 17, 1970

Suggested deletions from the proposed agenda:

_____

_____

_____

_____

_____

_____

_____

Suggested additions to the proposed agenda:

_____

_____

_____

_____

_____

_____

MAN: A COURSE OF STUDY

Workshop Leader's Conference
January 16-17, 1970

Central Connecticut State College
Regional Center -- Elementary Social Studies

Agenda

Friday	11:30 a.m.	Session 1 Greetings -- Regional Center Office (room 201, DiLoreto Hall)
	12:00 noon	Lunch Angelico's Restaurant (New Britain, Connecticut)
	1:30 p.m.	Session 2 Director's report on activities
	2:15 p.m.	Session 3 Discussion of student and teacher reactions to program
	3:30 p.m.	Session 4 Discussion of parent and community reactions to program
	4:45 p.m.	Adjourn Check-in time at Atlantic Motel (6:00 p.m.)
	7:00 p.m.	Social Hour The Reilley's, 1363 Farmington Avenue, West Hartford, Connecticut
	8:30 p.m.	Dinner Peterson's Inn (Dutch Treat Buffet, $4.50)
Saturday	9:00 a.m.	Session 5 Re-evaluation of Summer Institute 1969 Suggestions for Summer Institute 1970
	10:30 a.m.	Session 6 Strategies for remainder of year
	11:30 a.m.	Session 7 Complete and hand-in questionnaire (keep one copy)
	12:15 p.m.	Session 8 National Dissemination Model and Education Development Center's plans for the future
	1:00 p.m.	Adjourn Lunch (restaurant to be selected)

All sessions will be held in room 202, DiLoreto Hall unless otherwise noted.

DS/rk

STATE OF CONNECTICUT
CENTRAL CONNECTICUT STATE COLLEGE
1615 STANLEY STREET — NEW BRITAIN, CONNECTICUT 06050

AREA CODE 203
225-7481

January 2, 1970

Dear

Man: A Course of Study is an innovative program for the intermediate level prepared under the direction of Jerome Bruner which invites students to examine human behavior. Last spring, after several years of preparation, field testing, evaluation and revision, the course was made available on a pilot-project basis to several hundred schools across the country. The success of this program with students in both urban and suburban classrooms has prompted the scheduling of a meeting at the Ford Foundation to acquaint area superintendents, principals and curriculum specialists with the course. This letter is to invite you and any of your staff you feel would be interested to attend this seminar which will be held at the Ford Foundation, 320 East 43rd Street, New York City on Tuesday, January 27, 1970. Coffee will be served at 2:00 p.m., and the session will begin promptly at 2:30 p.m.

I sincerely hope that you will be able to attend the Man: A Course of Study Seminar and that you will route the enclosed materials to the appropriate personnel within your school district. Please return the enclosed advance registration sheet to the School of Education, New York University, at your earliest convenience. Thank you.

Sincerely,

Dennen Reilley, Director

Regional Center for the Improvement of
Instruction in Elementary Social Studies
Bibaretz Hall (room 201)
(203) 225-7481 (ext. 437)

enclosure

DR/rb

Man: A Course of Study Seminar

The Ford Foundation

January 27, 1970

☐ I plan to attend the Man: A Course of Study Seminar:

Name _____ Position _____

School _____ Phone _____

Address _____

☐ I am unable to attend the Man: A Course of Study Seminar but would like to participate in a pilot project using the course during the 1970-71 school year. Please send information at your earliest convenience.

Name _____ Position _____

School _____ Phone _____

Address _____

Please return to New York University by January 21, 1970. List the names of others who will accompany you on the reverse side of this sheet. Thank you.

Return to: Mrs. Lynne Randolph
New York University
School of Education
Washington Square
So. Building, Floor 3
New York, New York 10003

APPENDIX 5

Correspondence with One School District

10-Year-Olds Encouraged to Think Big

By NANCY HICKS

Man—what is human about him? How did he get that way? How can he become more so?

Those questions, puzzling to philosophers through the ages and indeed declared unanswerable by some, form the core of a fifth-grade social science curriculum now being used in almost 100 school districts across the country after five years of testing.

The curriculum, called "Man: A Course of Study," is based on college-level material. It draws from detailed studies of several animal species and an Eskimo society to teach 10-year-old children such concepts as life cycle, instinctive and learned behavior, dependency.

In that way it tries to accentuate the uniqueness of man, while putting his life pattern in perspective with other living things.

It is derived, for the most part, from the work of Jerome S. Bruner, an educational psychologist, who injected into the planning of the course his theory that children learn best through self-discovery and intellectual challenge.

"We wanted to get a course that would focus attention on the humanity of man in some reflective, rational way," Dr. Bruner said.

Planners say "Man: A Course of Study" gives children other factors to consider when approaching the study of living organisms besides geographic homes and eating habits and broadens the pupils' understanding of the variety of human life styles.

For instance one class at the Pierce School in Newton, Mass., was discussing the instinctive and learned behavior of a salmon, when the conversation turned to humans.

"Which category does crying fit into," one pupil asked, "instinctive behavior or learned behavior?"

"It's both," said another, who concluded that while babies cry naturally for food, they soon learn to do so to gain attention.

In talking about the average number of offspring each animal species reproduces, one teacher told her class that the average number for humans was four.

"No!" a boy protested. "The average number of offspring for humans is 2.5! It's 2.5!"

With some explanation, he was willing to accept the fact that 2.5 was the average for this country while the average worldwide was 4.

The course was planned and developed by Education Development Center, Inc., a private, nonprofit organization at Newton, with grants from the National Science Foundation.

Peter B. Dow, head of E.D.C.'s social studies unit, says that tests administered at the beginning and end of the course have shown positive results in various schools —in cities and suburbs, in Hawaii and Florida and Nebraska and Texas.

Dr. Theodore Kalsounis of the school of education of the University of Washington in Seattle has worked with the curriculum, and has found that "children get very excited by it."

'Intellectual's Dream'

"It's the intellectual's dream for his own child," Dr. Bruce R. Joyce of Teachers College of Columbia University said. "It's the cool man's approach to the study of man. But analysis is not enough unless children learn to adapt the analytic method to social problems."

Most critics, however, doubt that the course has wide application, despite E.D.C.'s test results.

"Do they really do what Bruner talks about, or are they trying to lead to some view of man that is predetermined" asked Dr. Maxine Greene, who is editor of The Teachers College Record, at Columbia, after she reviewed some of the curriculum material.

"As a philosopher, I simply don't believe the question 'What is man?' can be answered like that. If you ask Freud that question, he will talk about a driven person. An existentialist will give you another point of view. A behavioral scientist another. This sounds like they have the answers."

The curriculum was born in 1963 at a meeting of classroom teachers, college professors and a linguisitic actor. All were trying to develop a provocative fifth-grade social studies curriculum based on a course on man that Dr. Bruner had taught at Harvard University.

Dr. Bruner is widely known in psychological and educational circles as a learning process theorist. Before his first book on that subject, published in 1961, thrust him into that area of work, he was known as a specialist in public opinion, propaganda, and social factors influencing perception.

In 1964, Dr. Bruner took a leave from the Center of Cognitive Studies at Harvard to direct the curriculum's development. He was joined by Dr. Irvin DeVore, a Harvard primatologist who went to Kenya to study and film baboons, and by Dr. Asen Balikci of the University of Montreal, who went to film the Netsilik eskimos in Pelly Bay, Alaska, drawing from the writings of Danish explorer, Knud Rasmussen.

What resulted, through the trial and error of classroom testing, was a "multi-media" approach to the subject using a wide variety of materials.

There is no one text for the course. Films are basic—short ones that use natural sound rather than narration. The children can view them many times, each time looking for different things.

There are illustrated booklets, condensed notes from field studies by anthropologists, and games, including trips to the kindergarten to observe behavior in younger children.

For the life-cycle unit of the course, the pupils study the salmon, whose trips downstream to grow up in salt water and upstream to return to its spawning grounds present a dramatic picture of life. After discussing the salmon, many teachers have their pupils "do" personal "lifelines."

One way to construct a life line is to write down on cards the salient events of each year of one's life and then string out the cards into a line.

Examination of a life-line done in a fifth-grade classroom at the Pierce School revealed this piece of intelligence in green crayon: "First year. I learned to walk. I had a hernia operation. I got my first spanking."

MACOS Feb - R.C.D inactive
(not on top)

TOWN OF EAST GREENWICH
Department of Public Schools
EAST GREENWICH RHODE ISLAND

ARCHIE R. COLE
Superintendent of Schools

FRED R. BOCCHIO
Assistant Superintendent

November 25, 1969

Educational Development Center, Inc.
55 Chapel Street
Newton, Massachusetts 02160

Dear Sirs:

An article in the New York Sunday Times, November 16, 1969, has aroused the interest of members of my School Committee. The Article was entitled 10-year-olds Encouraged to Think Big. The curriculum discussed was called "Man: A Course of Study" developed at EDC. Any materials or references which you could send to me would be appreciated. I would also be happy to pay for any expenses involved.

Thank you for your consideration of this request.

Sincerely yours,

EAST GREENWICH SCHOOL DEPARTMENT

Archie R. Cole

Archie R. Cole, Superintendent

ARC/ec

December , 1969

Dear

Man: A Course of Study is an innovative social studies program for the intermediate level prepared under the direction of Jerome Bruner. Last Spring, after several years of preparation, field testing, evaluation and revision, the course was made available on a pilot project basis to several hundred schools across the country. The success of this program with students in both urban and suburban classrooms has prompted the scheduling of a meeting at Central Connecticut State College to acquaint area superintendents, principals and curriculum specialists with the course. This letter is to invite you, and any of your staff you feel would be interested, to attend this seminar which will be held in the College Theater (Administration Building) on Wednesday, January 14, 1970. Coffee will be available from 1:00 p.m. and the session will begin promptly at 2:00 p.m.

I sincerely hope that you will be able to attend the Man: A Course of Study Seminar and that you will r ute the enclosed materials to the appropriate personnel within your school district. Please return the enclosed advance registration sheet at your earliest convenience. Thank you.

Sincerely,

Dennen Reilley

Dennen Reilley, Director

Regional Center for the Improvement of
Instruction in Elementary Social Studies
DiLoreto Hall (room 201)
(203) 225-7481 (ext. 487)

enclosure

DR/rk

MAN: A COURSE OF STUDY SEMINAR

Central Connecticut State College January 14, 1970

☐ I plan to attend the Man: A Course of Study Seminar:

Name_____ Position_____

School_____ Phone_____

Address_____

☐ I am unable to attend the Man: A Course of Study Seminar but would like to participate in a pilot project using the course during the 1970-71 school year. Please send information at your earliest convenience.

Name Dr. Archie B. Cole Position Supt.

Dr. Cole 401

School East Greenwich Phone 884-3600
Junior High School

Address 100 Cedar Avenue
E. Greenwich, Rhode Island 02818

Please return to the Regional Center by December 23, 1969. List the names of others who will accompany you on the reverse side of this sheet. Thank you.

Return to: Miss Roberta Klett
Regional Center - Elementary Social Studies
Central Connecticut State College
1615 Stanley Street
New Britain, Connecticut 06050

February 15, 1970

li-, parochial a d independent schools in the eleven-state
the Regional Center have indicated an interest in imple-
A Course of Study during the coming year. As you know,
a teacher-training requirement consisting of in-service
rrent with the initial teaching of the course as outlined
ed materials. This letter is our attempt to ascertain your
hat plans might be finalized for the Summer Institute to
p leaders scheduled for June 29 -- July 31, 1970 at Cen-
State College.

terested in introducing Lab: A Course of Study in your
the 1970-71 academic year and desire to enroll a partici-
mmer Institute, please complete and return the enclosed
d like to have your reply by March 1 to facilitate our
s will be accepted through May 15 and participants will be
he order returns are received. Current funding will allow
thirty participants for the five-week session. It is pos-
and will exceed capacity and alternative training programs
he length of the Institute to allow more participants will be
by the National Science Foundation. In this case, you will be
tified.

al Summer Institutes at other colleges and universities are
satellites to the Regional Center, you will be given the option
ering participants to another location. However, all school
the area served should make arrangements through Central
State College. When your reply is received, either Dr.
director of the Regional Center, or I will be in contact with you

to work out details of your participation in the program.

The enclosed form should be signed by an administrative officer [illegible] school district and returned by March 1 if possible. Completion and return of the pink sheet does not constitute a formal commitment on the part of the school district. You will be asked to make such a commitment at a later date.

I look forward to hearing from you in the near future and invite you to write or call if you have any questions.

Sincerely,

Lenwood Reiley, [illegible]

Regional Center for the Improvement of
Instruction in Science and Social Studies
Kingsborough Hall (room 201)
(207) 99-3401 (ext. 407)

enclosure

DR/rk

REGIONAL CENTER FOR THE IMPROVEMENT OF INSTRUCTION
IN ELEMENTARY SOCIAL STUDIES

(a National Science Foundation funded project)

Summer Institute 1970
Information Sheet

Central Connecticut State College
New Britain, Connecticut 06050

The Regional Center has been funded to provide leadership training and consultation to public, parochial and independent schools along the east coast planning to implement Man: A Course of Study. Two Summer Institute sessions are scheduled for this year to accommodate the large number of schools requiring trained workshop leaders for the coming year. Each district can enroll one or two participants depending upon the size of the pilot project anticipated: one leader for 4-10 teachers and one or two leaders for over 10 teachers.

Dates:	Session 1	June 28 - July 11, 1970
	Session 2	July 19 - August 1, 1970
Credit:	Participants will receive six graduate credits in social science (S. S. 155)	
Expenses:	Registration	$5.00
	Tuition	Scholarship ($180.00 for six credit course paid by the National Science Foundation)
	Stipends	None available
	Room & Board	$60.00 ($30.00 per week per person - single occupancy)
		$54.00 ($27.00 per week per person - double occupancy)
	Materials	$13.00 (Man: A Course of Study sample set - 1969 edition - available from Education Development Center)
		$ 2.75 (3" three-ring binder available at the Central Connecticut State College bookstore during the summer sessions)

Schools planning to introduce Man: A Course of Study and enroll a participant in one of the Summer Institute sessions should:

1. Complete and return the pink pre-registration sheet as soon as possible. Deadline: May 15
2. Commit five or more classrooms and teachers to the project. (Under special circumstances and with permission of the Regional Center, variations will be allowed.)
3. Purchase one classroom set of materials from Education Development Center for each teacher who will be teaching the course.

4. Contract for purchase or rental of course films. (8mm format available from Education Development Center for purchase only.)
5. Arrange a staff development program for teachers involved in the course for the first time to be led by a person having attended a Summer Institute. (It is suggested that in-service workshops consist of 20 two-hour sessions.)
6. Assign an administrative officer to the project. (During the year the administrative officer will assist the workshop leader and along with the workshop leader maintain liaison with the Regional Center.)
7. Forward a letter, signed by an administrative officer for the school district, to the Director of the Regional Center indicating that each of the above has or will be arranged. (Include the name and address of both the administrative contact assigned to the project and the teacher selected to participate in the Summer Institute). May 22

The person selected to attend the Summer Institute should be one having the qualities of leadership required to conduct a successful staff development program, in addition to being a master teacher. Upon receipt of the letter formally committing the school district to the project, registration materials and additional information regarding the Summer Institute will be forwarded directly to the participant. Registration materials must be completed and returned by: June 12

The Regional Center staff will provide consultant services to school districts having participants trained this summer during the 1970-71 academic year.

Schools desiring to introduce Man: A Course of Study but unable to send a participant to one of the Summer Institute sessions should contact the Regional Center. The Regional Center staff will assist these districts to (1) contact a trained leader in the area who would be willing to contract for workshop services or (2) combine with other schools in the area in a joint workshop effort. Experience indicates that optimum workshop size is between 8 and 20 with the quality of interaction declining slightly above or below those figures.

We see it as our responsibility to provide for the workshop needs of every school and school district in the eleven-state area served by the Regional Center and will make every effort to see that no school desiring to implement the program is refused Man: A Course of Study because we were unable to assist them in meeting the staff development requirement. You, in turn, can assist us by early notification of your desire to introduce Man: A Course of Study.

If you desire further information regarding Man: A Course of Study or the work of the Regional Center, please write or call:

Dennen Reilley, Director
Regional Center - Elementary Social Studies
Central Connecticut State College
1615 Stanley Street
New Britain, Connecticut 06050
Telephone: (203) 225-7481 ext. 487

April 15, 1970

DR/rk

FEB 2 0 1970

Date February 16, 1970

To: Dennen Reilley, Director
Regional Center -- Elementary Social Studies
Central Connecticut State College
1615 Stanley Street
New Britain, Connecticut 06050

From:
(PLEASE PRINT)

Name Archie R. Cole

Position Superintendent

School District East Greenwich

Address 100 Cedar Avenue

East Greenwich, Rhode Island Zip02818

Phone (401) 884-4243 - 884-3600

Re: Man: A Course of Study

We plan to introduce Man: A Course of Study in 9 classrooms involving approximately 200 students and 9 teachers during the 1970-71 school year and wish to enroll 1 participants in the Summer Institute to be held at Central Connecticut State College June 29 -- July 31, 1970. I understand that this does not constitute a formal committment and that the school district will be asked to make such a committment at a later date. Please contact me at your earliest convenience so that final details of our participation can be worked out.

Signed Archie R. Cole

DR/rk

April 10, 1970

Dr. Archie R. Cole, Superintendent
East Greenwich Public Schools
100 Cedar Avenue
East Greenwich, Rhode Island 02818

Dear Dr. Cole:

This letter is to acknowledge receipt of your pink pre-registration form for the Man: A Course of Study Summer Institute to be held at Central Connecticut State College and to confirm a place in our program for one participant from your school district. I apologize for not contacting you earlier, but wanted to wait until notification was received from the National Science Foundation regarding our proposal that two two-week institutes instead of one five-week program be approved for the summer. The National Science Foundation has approved the intensive program and the enclosed yellow sheet outlines our plans.

The next step would now be for you to forward a letter signed by an administrative officer formally committing the East Greenwich Public Schools to the project and including the name and address of both the person selected to participate in our Summer Institute and of an administrator who will have overall responsibility for the program during the year. Please indicate the preference of your participant for either the 1st session (June 28 - July 11) or 2nd session (July 19 - August 1), assignments will be made by preference according to the dates pink pre-registration forms were received in this office. Upon receipt of your letter, registration materials and additional information about the Summer Institute will be sent directly to the person selected to represent your school district.

We are most happy that the East Greenwich Public Schools will be introducing-Man: A Course of Study during the coming year and that we will have the opportunity to work with you in this most exciting venture. I look forward to hearing from you soon and invite you to write or call as questions arise.

Sincerely,

Dennen Reilley, Director

Regional Center for the Improvement of
Instruction in Elementary Social Studies
DiLoreto Hall (room 201)
(203) 225-7481 (ext. 487)

enclosure

DR/df

Feb - KC III
(almost selected)

TOWN OF EAST GREENWICH

Department of Public Schools

EAST GREENWICH RHODE ISLAND

ARCHIE R. COLE
Superintendent of Schools

FRED R. BOCCHIO
Assistant Superintendent

April 20, 1970

Mr. Dennen Reilley, Director
Regional Center-Elementary Social Studies
Central Connecticut State College
1615 Stanley Street
New Britain, Connecticut 06050

Dear Mr. Reilley:

Mr. Richard P. Maguire, 335 Cowesett Avenue, Warwick, Rhode Island, has been selected as our candidate to attend the Summer Institute preparatory to introducing Man A Course of Study. His preference is Session I, June 28-July 11, 1970. We feel that Mr. Maguire has the qualities of leadership required to implement this program in East Greenwich upon his return.

We will comply with the seven stipulations contained in the information sheet relative to this program. The administrative officer assigned to this project will be James H. Foster, Director of Elementary Education, James H. Eldredge School, East Greenwich, Rhode Island.

Your information and assistance is appreciated.

Sincerely yours,

EAST GREENWICH SCHOOL DEPARTMENT

Archie R. Cole

Archie R. Cole, Superintendent

ARC/t

cc: Mr. Maguire
Mr. Foster

STATE OF CONNECTICUT

CENTRAL CONNECTICUT STATE COLLEGE

1615 STANLEY STREET — NEW BRITAIN, CONNECTICUT 06050

Area Code 203
223-6541

May 11, 1970

Mr. Richard P. Maguire
East Greenwich Public Schools
c/o James H. Eldredge School
East Greenwich, Rhode Island

Dear Mr. Maguire:

I am most happy to welcome you as a participant in the Summer Institute being conducted by the Regional Center, under the sponsorship of the National Science Foundation, to prepare teacher trainers for the task of implementing Man: A Course of Study in the schools. Enclosed are registration materials which you should complete and return to me as soon as possible.

You have been assigned to Session 1 of the Summer Institute which will meet daily, except for Sunday, July 5, from Sunday, June 28, through Saturday, July 11. Enclosed is a preliminary outline of activities for the two-week period. Our first meeting will be at 4:30 p.m. Sunday, June 28, in the lounge of Sheridan Hall.

Six graduate credits will be granted to those successfully completing the Summer Institute program. You should register for the course Social Science, 255, Innovation in Elementary Social Studies, on the enclosed orange I.B.M. card. Tuition for the Summer Institute is being paid by the Regional Center but participants are required to pay the $5.00 student fee. In filling out the registration card include the following information: Department - S.S., Course number - 255, Section number - 1, Course title - Innovation in Elementary Social Studies, Semester Hours - 6, Day and Time - June 28 - July 11, and Instructor - D. Reilley. Ignore the registration deadline and return the completed I.B.M. card and check for student fee made out to Central Connecticut State College, directly to me by June 12.

Participants in the Summer Institute will be housed in Sheridan Hall. The rooms are furnished with dormitory type furniture with sheets, pillow cases and towels provided by the linen service. You must supply your own pillows, blankets, bedspreads, draperies, study lamps, etc. as desired. You may check into your room any time after 2:00 p.m. on Sunday, June 28, and will not be required to check out until after noon on Sunday, July 12. Meals will be provided in the College cafeteria. Both housing and meals must be paid for in advance. Please fill out the enclosed form and return along with your check made out to Central Connecticut State College, with registration materials.

The Summer School Bulletin contains information about the college and the summer program. I would call your attention to pages 8, 12, 18 and 19, and 47 where a map of the campus is provided. Many recreational facilities will be available for your use both on campus and in the central Connecticut area. Special programs will be sponsored by the Student Center. The staff will keep you informed as regards to both recreational and cultural activities in the Hartford-New Britain area.

The Regional Center will supply most of the materials required for the Summer Institute but participants will be expected to purchase a set of Man: A Course of Study teacher and student materials (1969 edition) for $13.00. These are to be ordered directly from Education Development Center, 15 Mifflin Place, Cambridge, Massachusetts. In addition, you will need a 3" three-ring binder available at the College Bookstore for $2.95.

On behalf of the Regional Center staff let me again welcome you. We are looking forward to a most rewarding experience at the Summer Institute and are confident that you will make a meaningful contribution to our program. If you have any questions, do not hesitate to write or call. I look forward to hearing from you soon and seeing you Sunday, June 28.

Sincerely,

Dennen Reilley, Director

Regional Center for the Improvement of
Instruction in Elementary Social Studies
DiLoreto Hall (room 201)
(203) 225-7481 (ext. 487)

enclosures

DR/rk

STATE OF CONNECTICUT
CENTRAL CONNECTICUT STATE COLLEGE
1615 STANLEY STREET — NEW BRITAIN, CONNECTICUT 06050

AREA CODE 203
225-7481

May 5, 1970

Mr. James H. Foster
Director of Elementary Education
James H. Eldridge School
East Greenwich, Rhode Island

Dear Mr. Foster:

Enclosed is a copy of the letter sent to the person selected to represent your school district as a participant in the Man: A Course of Study leadership training program at Central Connecticut State College this summer and information about the program. As you have been assigned overall administrative responsibility for the Man: A Course of Study project in your school district, I wanted to welcome you to our effort.

As you are no doubt aware, a number of National Science Foundation projects have required the training of a team, consisting of a teacher and an administrator, from each district implementing a new curricula at a Summer Institute. We have decided against this pattern for a number of reasons but have requested each school district introducing Man: A Course of Study to assign an administrative contact person to the program. Your role will be to assist the person trained this summer with the establishment of a workshop program and provide access to lines of communication and decision making, not always open to teachers, as required to facilitate his work. I realize that many other tasks relating to this project will undoubtedly be assigned to you and I wish to thank you in advance for your help. You should feel free to contact Dr. Donovan or myself at any time during the coming year; and we will, of course, keep in touch with you.

Again, welcome to our project and I look forward to continued contact with you.

Sincerely,

Dennen Reilley, Director

Regional Center for the Improvement of
Instruction in Elementary Social Studies
DiLoreto Hall (room 201)
(203) 225-7481 (ext. 487)

enclosures

DR/rk

July 29, 1970

Dr. Dennis K. Cole, Superintendent
East Greenwich School Department
Department of Public Schools
East Greenwich, Rhode Island

Dear Dr. Cole:

This is to commend to you the work of Mr. Richard Maguire who participated in the Summer Institute sponsored by the Regional Center under a grant from the National Science Foundation. As you know, the purpose of the Summer Institute was the preparation of workshop leaders for school districts that will be introducing Man: A Course of Study during the coming year.

The two-week intensive program was divided into three segments. The initial sessions were devoted to an examination of the materials and conceptual framework of Man: A Course of Study. Next participants became involved in microteaching activities and discussions of academic and pedagogical issues raised by the course. The final sessions were given over to a review of the materials within the context of planning an in-service workshop program for the coming year.

Implicit in Man: A Course of Study is an interdisciplinary approach involving not only the many fields which make up the social studies but also science, language arts and, to a lesser degree, even mathematics. We see in this course the opportunity for meaningful dialogue about significant issues by teachers from many different academic areas and a breaking down of the walls which have arisen in departmentalized situations. Workshops such as those conducted by Mr. Maguire will provide a forum where this dialogue on substantive and pedagogical matters can occur.

We are most appreciative of the contribution Dick made to the Summer Institute program and are confident that his workshop program will be of value not only for this course but for the continuing development of the teachers participating in the workshops. We hope for continuing contact between the Regional Center, your teachers and your school district.

Sincerely,

Denzer Reilley, Director

Regional Center for the Improvement of
Instruction in Elementary Social Studies
DiLoreto Hall (room 201)
(203) 325-7481 (ext. 407)

cc: Mr. Richard Maguire

DR/rk

July 7, 1970

Mr. James H. Foster
Director of Elementary Education
James H. Eldredge School
East Greenwich, Rhode Island

Dear Mr. Foster:

As you know, Mr. Richard Maguire has participated in a Summer Institute to prepare him for the task of conducting workshops for teachers who will be teaching Man: A Course of Study during the coming year. The program was conducted by the staff of the Regional Center under a grant from the National Science Foundation.

The two-week intensive program was divided into three segments. The initial sessions were devoted to an examination of the materials and conceptual framework of Man: A Course of Study. Next participants became involved in micro-teaching activities and discussions of academic and pedagogical issues raised by the course. The final sessions were given over to a review of the materials within the context of planning an in-service workshop program for the coming year.

We were very impressed by the quality of Dick's work during the Summer Institute and with the degree of his commitment to the tasks of the program. It was important to us to have had the benefit of his thoughtful and professional suggestions. We are confident that the workshop program he will be conducting for the East Greenwich Public Schools will be a great success. Any assistance you can provide in the implementation of Man: A Course of Study will be appreciated.

Sincerely,

Dennen Reilley, Director

Regional Center for the Improvement of
Instruction in Elementary Social Studies
DiLoreto Hall (room 201)
(203) 325-7481 (ext. 487)

cc: Mr. Richard Maguire

DR/rh

CENTRAL CONNECTICUT STATE COLLEGE
New Britain, Connecticut

FACICKAL CENTER-ELEMENTARY SOCIAL STUDIES
(a National Science Foundation funded project)

MAN: A COURSE OF STUDY
Information Sheet 1970

School District: EAST GREENWICH

State: RHODE ISLAND

Number of years district has been involved with MACOS (counting this year). 1

Number of teachers using MACOS in district (total). 9

Number of teaching using MACOS for the first time this year. 9

Number of classrooms currently using MACOS in district (total). 9

Number of students currently involved in program (approximate). 215

Number of teachers attending your workshop (total). 8 *

Teachers using course in your district. 9

Teachers using course from other districts. 0

Others attending workshops. 4

Number of other school districts cooperating in your workshop (total).

Names _____

_____

_____

_____

Name: R.P. Maguire Date: 10/1/70

PLEASE PRINT

THANK YOU

* PRINCIPALS
+
ELEMENTARY SUPERVISOR

APPENDIX 6

Letters of Support

BEDFORD JUNIOR HIGH SCHOOL

WESTPORT, CONNECTICUT

DR. GLENN HIGHTOWER, *Principal*
MR. ROBERT J. BYITECK, *Ass't Principal*

MRS. MARY K. MARINO, *Guidance*
MR. ROBERT W. HANE, *Guidance*
MR. PAUL A. KING, *Guidance*

September 28, 1970

Dr. Raymond Hannapel
Course Content Improvement
Division of Pre-College Education in Science
National Science Foundation

My dear Dr. Hannapel:

I understand that Central Connecticut State College in New Britain, Connecticut, is applying for an extension of its Regional Center for "Man: A Course of Study," the dissemination and instruction center which has operated there the past several years.

As Director of Social Studies, Town of Westport, Connecticut, I am responsible for the improvement of curriculum and instruction in social studies for 11 schools, 7 of them K-6 Elementary schools. As you may well appreciate, bringing sustained and institutionalized change and improvement in education--and especially elementary education--is difficult. We have been able to make a great deal of progress in change and improvement of our secondary social studies courses and teaching because, in recent years, there has been a range of curriculum efforts at this level. By and large, elementary social studies has existed on a thin diet of more of the same, re-packaged, running from "community helpers" to "hot wet lands" to "coffee in Brazil."

Into this educational wasteland came Man: A Course of Study, a new course of intellectual substance. Frankly, I don't give a damn about Eskimoes but I do care about excited learners and exciting teachers---and that's what I've gotten out of Man: A Course of Study. Now in all honesty I couldn't have gotten this course put into our system on my own say-so; nor could I have trained the teachers myself; nor could teachers simply have picked up Man: A Course of Study and winged it, relying on the teachers' creative phlogiston.

BEDFORD JUNIOR HIGH SCHOOL
WESTPORT, CONNECTICUT

DR. GLENN HIGHTOWER, *Principal*
MR. ROBERT J. BYTTICK, *Ass't Principal*

MRS. MARY K. MARINO, *Guidance*
MR. ROBERT W. HANE, *Guidance*
MR. PAUL A. KING, *Guidance*

Were it not for the Central Connecticut State College's Regional Center, we would not have Man: A Course of Study in our curriculum today. We do have it in all seven schools, unanimously approved by a cost conscious Board of Education. From my point of view, as a supervisor attempting to bring about change, Man: A Course of Study is the greatest catalyst for change in elementary school education that's around. If the people at Central Connecticut will share it with you, you're welcome to see my evaluation of the program which I presented to the Board: it indicates my satisfaction.

Now what did Central Connecticut's Regional Center do? First, it presented a program on MACOS at a Connecticut Social Studies Meeting. Second, its field representative (whatever his title is, to me he's the "field representative") visited me and discussed the program. Third, he arranged for me and some of my teachers to visit West Hartford Schools to see the program in action. He then helped me set up a school pilot program.

The most important single element of the Regional Center's contribution came in the summer institute program. We sent a teacher who learned the methodology and the content of Man: A Course of Study. Throughout the entire pilot year, she was our in-service workshop leader, teaching her experimenting colleagues how to handle the course. When we came to evaluate the program, it was the Regional Center which again came to our aid, helping us with evaluation designs and supplying us with information. Throughout the year, the Regional Center's "field representative" visited us, helped us through some tough PTA sessions when we had to explain the program. When it came time to present the program to the Board of Education for adoption, we again turned to the Regional Center for advice and information on how the program had been received elsewhere.

Once adopted by our Board, we again turned to the Regional Center and sent another teacher up for training. She is presently conducting our 70-71 series of in-service workshops for teachers. (If you'd like to attend, please let me know. You're more than welcome). At every step of the way, we had a resource

BEDFORD JUNIOR HIGH SCHOOL
WESTPORT, CONNECTICUT

DR. GLENN HIGHTOWER, *Principal*
MR. ROBERT J. BYITECK, *Ass't Principal*

MRS. MARY K. MARINO, *Guidance*
MR. ROBERT W. HANF, *Guidance*
MR. PAUL A. KING, *Guidance*

center to turn to for support, a support without which we would have not been able to move ahead with this and subsequent programs. For since adopting Man: A Course of Study, other social studies teachers at other grade levels now have a model and our 4th grade has been changed to articulate with the 5th program. A new 6th grade program has come into being as a result of the 4th and 5th grade burst of energy. In less than two years time, Westport's intermediate social studies program (4-6) has spurted forward.

One must always balance effectiveness against resources, programs against dollars. Our message is that the National Science Foundation has gotten and will continue to get a tremendous amount of educational change and improvement in elementary social studies for its investment in the Connecticut Regional Center. We need them.

Sincerely yours,

Phillip H. Woodruff

THE TEACHERS, INC.
56 PIKE STREET
NEW YORK CITY 10002

ROGER L. LANDRUM

September 30, 1970

Dr. Raymond Hannapel
National Science Foundation
1800 "G" Street NW
Washington, D. C.

Dear Dr. Hannapel,

The regional center under the direction of Dennan Reilly has been of fundamental importance to the programs of The Teachers, Incorporated. The association began with a modest plan for a small group of teachers working in The Two Bridges Model School District to learn to use the Bruner curriculum, Man: A Course of Study. Mr. Reilly cultivates those teachers with great skill. Inner-city teachers work unde difficult conditions, at best, and there is a lot of skepticism about expensive curriculum packages. But Mr. Reilly cut through all this, working with a man on my staff, to train and support this group of teachers. He visited their classrooms, supervised workshops, and kept the thing moving.

The reputation of Man: A Course of Study spread rapidly in our organization. This summer two teachers from projects in Atlanta, Chapel Hill, N.C., Washington, D. C. and two Manhattan districts were trained to instruct others in Man: A Course of Study. Therefore, there are now groups of teachers using the curriculum in all these areas. In several cases, the Board of Education has purchased the curriculum. In several schools entire grade-level faculties are teaching the curriculum.

To summarize, Mr. Reilly has cultivated a model innovation of Man: A Course of Study, in geometrical progressions, in the heart of several inner-city school communities. And this has been one of the strongest programs of our organization.

This coming school year, The Teachers, Incorporated plans to seek direct contracts in various cities for the implementation of Man: A Course of Study on a broad basis. Our liaison with Mr. Reilly and the regional center is crucial to this plan. I urge the National Science Foundation to support this center which, with a modest budget and great integrity of purpose, has been of such service to teachers and city communities. I would be pleased to speak or write in more detail about the relationship The Teachers, Incorporated has enjoyed with Mr. Reilly.

Sincerely,

Roger

Roger Landrum
President

RL: ma